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ABSTRACT

Implementation and expansion of class offerings was the primary focus of the second year of a project (in Evansville, Indiana) to determine the feasibility of establishing a center for continuing education for vocational level health occupations workers within the department of vocational education of a metropolitan school corporation. (The first year activities primarily concerned identification of needs, establishment of tentative administrative guidelines, and initiation of one new program.) Developing program curriculum content and activities according to established guidelines and criteria for accredited continuing education offerings was also emphasized in the second year along with refinement of administrative guidelines and improved communications to and from teachers. Programs for offering were selected on the basis of need as indicated from a survey conducted the first year of the project. Since the second year involved implementation, no research was conducted. Program effectiveness was perceptually evaluated by participants, instructors, and advisory committee members. A total of 201 students were enrolled in nine class offerings and community acceptance was perceived as favorable. An increasing number of employers paid or at least reimbursed participants' tuition costs. This report includes brief statements about conclusions, recommendations, and evaluation plans. The appendixes, which cover the majority of the document, present course descriptions for the courses offered during the project's second year. (SH)

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ED136054

FINAL REPORT

DEVELOPMENT OF A HEALTH OCCUPATIONS CONTINUING EDUCATION CENTER

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Project No. 52-75-D

EVANSVILLE-VANDERBURGH SCHOOL CORPORATION
SCHOOL OF HEALTH OCCUPATIONS
EVANSVILLE, INDIANA

September 15, 1976

State Board of
Vocational and Technical Education
Department of Public Instruction
Division of Vocational Education
State of Indiana

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ABSTRACT FOR PROJECT NO. 52-75-D
DEVELOPMENT OF A HEALTH OCCUPATIONS CONTINUING EDUCATION CENTER

This project was developed under a grant from the Indiana State Board Vocational Technical Education in cooperation with the Evansville School of Health Occupations, Evansville-Vanderburgh School Corporation.

This report is of activities for the second year of the project to develop a continuing education center for vocational level health occupations workers within the department of vocational education of a metropolitan school corporation. Primary focus for the year was on implementation and expansion of class offerings.

A total of nine class offerings were presented with an enrollment of 201. Course outlines for the nine offerings are included within the report.

Much reliance was placed on activities of advisory committees. It was found that operation of the center was more time consuming than had been anticipated. When applicable, accreditation or continuing education approval are sought for programs offered. Initial steps have been taken to do a cost analysis for each class and for operation of the total center in preparation for the transition of the project from a grant fund to a locally supported program.

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INFORMATION SHEET

A. Kind of Project: (check one)

1 ____	Experimental	4 ____	Demonstration
2 ____	Developmental	5 ____	Evaluative
3 ____	Pilot	6 _X_	Exemplary

B. Population

TYPE		Numbers
A	Disadvantaged	A _____
B	Handicapped	B _____
C	Migrant	C _____
D	Minority	D _____
E	Combination of the above	E 201
F	Other _____	F _____

GROUP		
1	Pre-school	1 _____
2	Elementary	2 _____
3	Junior High School	3 _____
4	Middle School	4 _____
5	Senior High School	5 _____
6	Post Secondary	6 _____
7	Adult	7 201
8	University	8 _____
9	Employer	9 _____
10	Employee	10 _____
11	Citizens	11 _____
12	Parents	12 _____
13	Combination of the above _____	13 _____

LOCALITY (check the one which encompasses the locality involved)

a	National	a _____
b	State	b _____
c	Region	c _____
d	District	d _____
e	County	e _____
f	Area	f X
g	Community	g _____
h	School Corporation (LEA)	h _____

Statement of the problem. This marks the completion of the second year of a project to determine the feasibility of establishing a center for continuing education for vocational level health occupations workers within the department of vocational education of a metropolitan school corporation. The first year activities primarily concerned identification of needs, establishment of tentative administrative guidelines, and initiation of one new program. Second year activities have been primarily concerned with implementation and expansion of program offerings.

Priority area. Primary emphasis has been given to expanding program offerings and to developing program curriculum content and activities according to established guidelines and criteria for accredited continuing education offerings. The guidelines have been established by various nursing organizations and other regulatory bodies for health care facilities. Programs developed have been submitted for accreditation or approval in those instances in which approval bodies have been established.

A second area of concern has been refinement of administrative guidelines and improved communications to and from teachers.

Strategies. Programs initially selected for offering during this present year were selected on basis of need as indicated from questionnaire survey conducted during the first year of the study. Additional classes and programs were developed in response to requests from community and occupational groups. Advisory committees were appointed to identify broad areas of course content, to assist with instructor recruitments, to give endorsement to the specific curriculum content which was developed by the course

instructor and the project coordinator, and to evaluate the program upon its completion. Advisory committee members included representatives from the target groups as well as from supervisory and educational groups. All program participants were asked to complete program evaluations upon completion of the classes. Student evaluations and instructor comments were shared with the advisory committees' post-program evaluation sessions.

Analysis. Since this was a year of implementation, no preliminary or related research was conducted. Program effectiveness was perceptually evaluated by participants, instructors, and advisory committee members. Primary focus this year was experimental in nature, i.e., to determine the effectiveness of the operation established and the ability of the available staff to carry out the activities determined to be a part of the operation.

Factors considered essential were related to time required for assistance to teachers, for the preparation of teaching materials and handouts, for recruitment activities, and for preparation of accreditation applications.

Findings. A total of 201 students were enrolled in nine class offerings. Two of the classes had been offered during the previous year. Five of the offerings were new. Curriculum was developed for the five new offerings and revised for those offered previously. Two of the classes were offered twice. Curriculum was developed for one class which will first be offered during the 1976-77 school year.

Community acceptance has been good. An increasing number of employers are paying or at least reimbursing participant's tuition cost. In addition to a number of informal sessions and phone conversations with advisory persons,

fifteen meetings of the various advisory groups were held. Publicity and recruitment have been an incidental benefit of the extensive advisory group activity. There have been more requests for programs than time has permitted for development and implementation.

The Dietetic Assistants' Program has received national accreditation from the American Dietetic Association. Five additional class offerings have been submitted for approval from the Indiana Statewide Plan for Continuing Education in Nursing. The application for approval of the Central Service Technician Program is nearing completion.

Initial steps have been taken to collect data needed to do a cost analysis for each class and for the total center. Students were charged fifty cents per contact hour of instruction plus list price for required texts. No charges were made for handout materials, although for some classes this did represent a significant cost. Maximum number of handouts was required for the Dietetic Assistants' Program in which each student received a two-page program synopsis, a twenty-eight page course outline and a 159 page student manual. Twenty-four pages of field experience evaluation forms as well as unit tests were required for each student. Original copy for all student handouts was prepared by the school secretarial staff. Tests and several forms were also typed and reproduced by office staff. Because of the limited secretarial staff, many of the secretarial activities had to be done by the project coordinator.

All concerned have found the operation of a learning center for continuing education to be more time consuming than had been anticipated. Teachers have been employed who possessed vocational expertise but who possessed little if any background in classroom teaching and in the preparation of instructional materials or in the use of audio-visual equipment. Only one teacher had previous

experience teaching with the Evansville-Vanderburgh School Corporation and so there were many small but essential details requiring project leader follow-through. While rules of procedure have been established, there are still legitimate exceptions. Until these have been reasonably well identified, much time is required for individual consideration of these individual situations.

For some courses, applications for accreditation will have to be submitted to more than one organization. While each organization may request similar information, each organization will have its own format and so require preparation of additional applications.

Because of the anticipated increased enrollment and the number of students involved, the record keeping system for night classes had to be revised so that a student's total record of classes attended would be readily available as would a copy of the content for the classes attended.

The number of phone calls for program information increased significantly and added to the work load of the secretarial staff who handle most of the requests for program information. This added to the work load not only because of the time required in responding to each request but because of the added interruptions to on-going work load.

Evaluation. The course offerings have been evaluated by the Continuing Education Advisory Committee. Committee members generally feel that the Center is serving a vital purpose, that programs selected have been desirable and appropriate, and that the project activities definitely should be continued.

Individual programs have been evaluated by advisory committees established for the individual courses and by the class participants. Where feasible, changes have been made in course structure, class hours, instructors and text materials in response to participants' and committee members' recommendations.

A more formal evaluation is planned. Questionnaires will be distributed to past participants to determine their perceptions of relationship of course content to any changes in their work performance. Questionnaires will also be distributed to work supervisors and employers to determine their perceptions of any observable change in performance which could be related to class attendance.

Conclusions and recommendations. A total of nine programs serving various occupational groups has been offered this year as planned. Course outlines have been written for each course. A functional system of record keeping has been employed whereby all continuing education records of an individual student are readily located and course content verified. Much use has been made of advisory committees composed of program participants as well as appropriate resourse personnel. Informal program evaluation has been supportive.

Conduct of a center for continuing education has proven more time consuming than had been anticipated. In many instances deadlines were not met or if met, were done so only with great difficulty.

Response in terms of enrollment and in terms of requests for programs has been good. Requests for programs have exceeded ability to prepare and offer programs.

Recommendations are as follows:

1. Make provision for additional secretarial assistance in the coming year.

2. Reassess schedule of activities and mode of operation of center.

3. Provide group orientation sessions for new teachers when possible.

4. Make provision for continuation of center activities.

APPENDIX

SYNOPSIS OF COURSE

ADVANCED PHARMACOLOGY

PURPOSE:	To assist licensed practical nurses to increase their knowledge and skills in the administration of medications to reach performance standards for this function in health care institutions. This course also serves as a refresher course for registered nurses.
OBJECTIVES:	To enable the student to: (1) develop competence in the typical computations in drug administration using both metric and apothecary systems, (2) improve techniques and know the safeguards required in administering drugs to patients; (3) strengthen knowledge and basic understanding of essential pharmacology information; (4) know basic drug groups, their expected actions, and possible side effects; (5) relate the role of drug therapy to specific disease conditions; (6) apply nursing knowledge and skill in observing and reporting the success of, or unfavorable reactions to, drug therapy in selected health problems; (7) comprehend the full range of responsibilities in administering medications and correlate various nursing actions with the drug therapy.
CONTENT:	Quick review of math and injection techniques; drug computation, classification and idiosyncrasies; drug administration, using safety precautions and identifying nurse's legal responsibilities; drug therapy and administration in relation to the body systems; drug therapy and administration in relation to cancer; and miscellaneous categories relating to pharmacology such as intervenous therapy, administration of antibiotics, and use of disinfectants.
TEXT:	Garb, Crim and Thomas, Pharmacology and Patient Care, 3rd. ed., Springer Publishing Company, Inc., 1970.(4th ed. will be used if available)
INSTRUCTOR:	Carol Haller, R.N., B.S.N.
DATES:	September 16, 1976 - January 27, 1977
CLASS SESSIONS:	9:00 - 11:40 A.M. on Thursday mornings for 15 weeks
TOTAL HOURS:	40 (submitted to ISPCEN for CEU's)
PLACE:	North Annex Building, Room 206
FEES:	$29.00 (includes textbook-$9.00)
ENROLLMENT:	25 maximum
ADMISSION REQUIREMENTS	L.P.N. or R.N. Graduate practical nurses awaiting state board examination may enroll upon the discretion of the coordinator.
CRITERIA FOR COMPLETION:	Passing grade of "C" (80-87) or better. Regular attendance with no more than two absences.

Evansville School of Health Occupations Learning Center
FORMAT FOR COURSE OF PROGRAM OUTLINE

Title ADVANCED PHARMACOLOGY **Dates offered** _____

Principal instructor _____ **Total hours of instruction** _____

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
UNIT I	1. Become failiiar with the course expectations.	1. Write individual learning objectives.	1. Review Course Outline.	Interview sheet
	2. Analyze ~~her~~ basic understanding of pharmacology and math computation.	2. Determine weaknesses and strengths in basic pharmacology.	2. Review- Pre-test Exam.	Pre-test Exam
	3. Review basic math and the formula for divided dosage problems.	3. Figure dosage problems accurately.	3. Complete Math Worksheets I and II. Review worksheets	Turn in worksheets.
	4. Develop competence in typical drug computations using both metric and apothecary systems.	4. Compute dosage problems using metric or apothecary equivalents	4. View filmstrips, The Metric System (M-1) and Apothecary Measurements (M-2)	
			Complete and review Math worksheets III and IV.	Turn in worksheets.
			Handout--Medifact Booklet.	

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Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
	5. Strengthen basic understanding of essential pharmacology information.	5. List essential drug classifications and abbreviations.	5. Reading assignment: Text: Pharmacology of Patient Care, p. 3-31; 134-140.	
		List factors modifying drug action	Lecture	
		Identify common adverse drug interactions and toxic effects.	Handout: Adverse Interaction of Drugs.	
	6. Improve technique and employ safeguards of drug administration.	6. Prepare and administer medications safely.	6. Read text: p. 44-53; 126-133. View Filmstrips, Subcutaneous and I.M. Injections, (A-4).	
			List 5 R's of preventing medication errors.	
		Demonstrate injection proficiency.	Practice preparing and giving injections if needed.	Instructor observation
		Explain procedure for completing Incident Report.	Fill our Incident Report.	Turn in Incident Report.

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
	7. Assess the full range of responsibilities in administering medication.	7. Interpret the legal responsibility and other roles of the nurse in drug administration	7. Read text: p 32-43; 117-123.	
			List the procedure to follow in giving a PRN pain medication.	Turn in procedure list.
			Lecture	Math Exam--Written Exam Unit I
			Review and discussion of Unit I, Exams taken incident report and PRN pain medication procedure.	
UNIT II 9 hrs.	1. Comprehend basic actions and possible adverse effects of drugs related to the nervous system.	1. Recognize names, average dose, action and side effects of drugs related to the system.	1. Read text: p. 90-115; 143-278.	
		Identify both generic and brand names for the commonly used drugs.	Handout: Osco Health Directory.	
			Complete matching quiz	Submit completed quiz to instructor.
	2. To correlate various nursing actions with drug therapy related to the nervous system.	2. Apply nursing knowledge and skill in observing and reporting the success of, or unfavorable reaction to, drugs related to the system.	2. Lectures	Written Exam--Unit II

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
UNIT III 7 hrs.	1. Comprehend basic actions and possible adverse effects of drugs related to the circulatory system.	1. Same as #1, Unit II.	1. Read text: p. 280-338; 407-418; 519-530. Examine heart model	
	2. To correlate various nursing actions with drug therapy related to the circulatory system.	2. Same as #2, Unit II.	2. Review Heparin injection technique.	Group discussion.
	3. Understand basic actions and possible adverse effects of drugs related to the endocrine system.	3. Same as #1, Unit II.	3. Read text: p.346-385; 557-559; 578-580. Handout: A Guide for the Diabetic.	
	4. To correlate various nursing actions with drug therapy related to the endocrine system.	4. Same as #2, Unit II.	4. Newsletter Bulletin Vol. 8 No. 1	Group discussion. Written exam, Unit III.
UNIT IV 11½ hrs.	1. Comprehend basic actions and possible adverse effects of drugs related to the respiratory system.	1. Same as #1, Unit II.	1. Read text: p.308-311; 388-393; 495-497; 537-541; 575-577.	
	2. To correlate various nursing actions with drug therapy related to the respiratory system.	2. Same as #2, Unit II.	2. Lecture	

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
	3. Understand basic actions and possible adverse effects of drugs related to the musculo-skeletal and G.I. systems.	3. Same as #1, Unit II.	3. Read text: p.394-403; 503-510; 543-546; 560-562; 567-570.	
	4. Correlate various nursing actions with drug therapy related to the musculo-skeletal and G.I. systems.	4. Same as #2, Unit II.	4. Lecture	
	5. Comprehend basic actions and possible adverse effects of vaccines, skin, and eye drugs.	5. Identify names, average dose, actions and side effects of related drugs.	5. Read text: p. 421-430; 499-502; 511-516.	
	6. Correlate various nursing actions with drug therapy related to vaccines, skin and eyes.	6. Apply nursing knowledge and skill in observing and reporting the success of, or unfavorable reaction to, related drugs.	6. Lecture. Pharmacy News Quiz on Vaccines. Discuss drugs used for cataract surgery.	
	7. Become familiar with the objectives of intravenous therapy, assist with its administration and monitor possible adverse reactions.	7. Recognize physical conditions where I.V. therapy may be indicated. Set up and prepare solutions for I.V. administration. Assess and report local and systemic complications associated with I.V. therapy.	7. Lecture. Demonstration of I.V. set-up.	Return demonstration.

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
	8. To be cognizant of basic actions and possible adverse effects of cancer chemotherapy.	8. Same as#5, Unit IV	8. Read text: p. 482-492.	
	9. Correlate various nursing actions with cancer chemotherapy.	9. Same as #6, Unit IV.	9. Lecture	Group discussion.
	10. Comprehend basic actions and possible adverse effects of drugs used for infections.	10. Same as #5, Unit IV.	10. Read text: p. 432-477; 532-535; 551-555; 563-565; 571-573.	
	11. Correlate various nursing actions with drug therapy related to infections.	11. Same as #6, Unit IV.	11. Lecture Handouts: Drug cards on Kefzol and Nebcin.	Group discussion. Written exam, Unit IV.

SYNOPSIS OF COURSE

SIGN LANGUAGE COURSES

Developed through the assistance of the Evansville Council of the Deaf and Hard of Hearing, Inc. and Vocational Rehabilitation Division of Indiana Rehabilitative Services.

BEGINNING SIGN LANGUAGE

PURPOSE:	To enable students to acquire a basic understanding of the language of the deaf and encourage an awareness and interest in the deaf community.
OBJECTIVES:	To assist students to: (1) become aware of the language, social and vocational problems of the deaf; (2) learn fingerspelling, signing and non-verbal communication with a vocabulary of approximately 300 signs; (3) develop reception of fingerspelling and signing.
CONTENT:	History and background of the manual alphabet and sign language, instruction and practice in fingerspelling, signing, and non-verbal communication.
TEXT:	Lawrence, Sign Language Made Simple, Gospel Publishing House, 1975.
INSTRUCTOR:	Susan Leibundguth, B.A. in Psychology
DATES:	September 21 - December 7, 1976
CLASS SESSIONS:	6:00 - 9:00 P.M. on Tuesdays for 12 weeks
TOTAL HOURS:	36 (submitted to ISPCEN for CEU's)
PLACE:	North Annex Building, Room 308
FEES:	$27.95 (includes textbook--$8.95 and handouts)
ENROLLMENT:	15 maximum
ADMISSION REQUIREMENTS:	Post high school and/or minimum age of 17. If uncertain of eligibility for beginning or intermediate class, contact instructors: Susan Leibundguth, 477-0855 or Larry Brice, 425-1367.
CRITERIA FOR COMPLETION:	1. Indication of expressive mastery of manual communication with a vocabulary of approximately 300 signs. 2. Familiarity with the concepts and terminology of the deaf world. 3. Participation and completion of required activities. 4. Regular attendance with no more than two absences. 5. Passing grade of "satisfactory" if requirements are met.

Evansville School of Health Occupations Learning Center
FORMAT FOR COURSE OF PROGRAM OUTLINE

Title BEGINNING SIGN LANGUAGE Dates offered _____

Principal instructor _____ Total hours of instruction 36

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
Lesson 1 3 hrs.	Become acquainted with classmates.	Know who is familiar with deafness.	"Get to know you" game.	
	Know goals, objectives, expectations, requirements, and activities of class.	Understand what is expected for successful completion of course.	Discussion.	For entire course: Completion of assignments Attendance Tests Field Trip Reading, In This Sign, by J. Greenberg Conversation with deaf person
	Learn manual alphabet.	Reproduce proper hand configurations.	Drill. Exercise.	
	Become acquainted with textbook instructions and history of manual alphabet.	Progress through the textbook in future lessons.	Introduce use of textbook, Sign Language Made Simple, by Edgar D. Lawrence. Read introductory material in text: pp. 5-24.	
	Learn basic signs.	Know signs for I, me, mine, you, your, is, are, am, be.	Textbook: chpt. 1, pp. 25-27.	
	Learn numbers 1-5.	Count from 1-5.	Drill.	

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Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
Lesson 2 3 hrs.	Achieve fingerspelling mastery and understanding, emphasizing the need to watch for fingerspelling word groups rather than individual letters.	Fingerspell expressively, understand another's fingerspelling and mouth short words.	Drill. Exercises.	
	Review previously learned signs and learn new signs.	Build vocabulary to 15 signs.	Textbook: chpt. 2, pp. 25-27.	
	Review numbers 1-5. Learn numbers 6-10.	Count from 1-10.	Drill.	
Lesson 3 3 hrs.	Review fingerspelling skills both expressive and receptive.	Fingerspell with fluency; emphasizing rhythm, not speed and mouthing words, not letters.	Review.	
	Practice non-verbal communication.	Pantomime some actions where signs are not necessary.	Exercise.	
	Review signs from chapter 1. Learn signs from chapter 2.	Increase vocabulary to 40 signs.	Textbook: chpt. 2, pp. 28-31	
	Record progress in signing and fingerspelling ability.	Note improvement in signing ability at end of 12 weeks.	Videotape each student for pre-evaluation of fingerspelling and signing ability.	Show videotape at end of 12 weeks.
	Review numbers 1-10. Learn numbers 11-15.	Count from 1-15.	Drill.	
Lesson 4	Review and drill fingerspelling skills.	Fingerspell and read fingerspelling with more ease and greater comprehension.	Drill.	Fingerspelling evaluation.

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
	Become more familiar with deafness.	Better understand the deaf world.	Film: Silent World, Muffled World.	
	Practice non-verbal expression.	Develop self-expression.	Exercises.	
	Review chapter 2 signs. Learn chapter 3 signs.	Increase vocabulary to 60 signs.	Textbook: chpt. 3, pp. 32-35.	
	Review numbers 1-15. Learn numbers 16-20.	Count from 1-20.	Drill.	
Lesson 5	Increase familiarity with deafness.	Understand concepts related to deafness.	Discussion.	
	Review fingerspelling and signs from chapter 3. Learn chapter 4 signs.	Increase vocabulary to 110 signs.	Textbook: chpt. 4, pp. 36-41.	Signing evaluation.
	Develop non-verbal self expression of emotion.	Communicate emotion without voice or sign.	Exercises.	
	Review numbers 1-20. Learn numbers 21-25.	Count from 1-25.	Drill.	
Lesson 6	Assess fingerspelling skills.	Watch for clarity and rhythm in fingerspelling, being careful to mouth whole words rather than letters.	Drill. Exercises.	
	Review numbers 1-25. Learn numbers 26-30.	Count from 1-30.	Drill.	
	Gain knowledge of deafness.	Identify concepts of deafness.	Film: I Hear Your Hand.	

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
	Review chapter 4 signs. Learn chapter 5 signs.	Increase vocabulary to 160 signs.	Textbook: chpt. 5, pp. 42-46.	Evaluation of fingerspelling, signing, and numbers.
Lesson 7	Gain new insignts into deafness.	Relate to the deaf person.	Discussion.	
	Review numbers 1-30. Learn numbers 31-40.	Count from 1-40.	Drill.	
	Review chapter 5 signs. Learn chapter 6 signs.	Increase vocabulary to 190 signs.	Textbook: chpt. 6, pp. 47-52.	
	Learn signs related to numbers.	Add number terms, "many", "how many", and "more" to vocabulary.	Drill.	
Lesson 8	Review numbers 1-40. Learn numbers 41-100.	Count from 1-100.	Drill.	
	Review number signs, days of the week, and learn time signs.	Sign days of the week, year, month; day, night, morning, afternoon; and past, present, and future.	Drill.	
	Learn basic principles of American Sign Language (ASL or Ameslan).	Understand time indicators in ASL.	Discussion. Exercise.	
	Review chapter 6 signs. Learn chapter 7 signs.	Increase vocabulary to 140 signs.	Textbook: chpt. 7, pp. 53-59.	
Lesson 9	Review numbers 1-100. Learn numbers 100-1,000-1,000,000.	Count all numbers.	Drill.	Fingerspelling and numbers evaluation.

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
	Increase understanding of deafness.	Identify ideas related to deafness.	Discussion. Film: Give Me A Sign.	
	Learn ASL principles and idiomatic signs.	Use the sign for "finish", "have to", "not yet", and "question mark".	Demonstration.	
	Review signs from chapter 7. Learn chapter 8 signs.	Increase vocabulary to 275 signs.	Textbook: chpt. 8, pp. 60-65.	Signing evaluation.
Lesson 10	Improve expressive and receptive fingerspelling and signing ability.	Increase reading ability of fingerspelling and signs.	Drill. Use videotape.	
	Practice non-verbal communication.	Communicate without use of signs.	Pantomime situational settings.	
	Learn signs related to time and numbers.	Sign dates, years, addresses, and phone numbers.	Demonstration. Drill.	
	Recognize difficulties experienced by the deaf.	Communicate with understanding.	Poem: You Have to Be Deaf to Understand.	
	Review chapter 8 signs. Learn chapter 9 signs.	Increase vocabulary to 315 signs.	Textbook: chpt. 9, pp. 66-71.	
Lesson 11	Improve total communication skills of reading sign language and simultaneous communication.	Sign and fingerspell with receptive and expressive ability.	Exercises. Review. Practice songs. Videotape post-progress of each student's signing and fingerspelling ability.	

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
	Review chapter 9 signs and have general review of signs learned to present date.	Increase vocabulary to 340 signs.	Textbook: chapters 1-9, pp. 25-71.	
Lesson 12	Evaluate individual fingerspelling and signing skills.	Note improvement and determine what level student has reached. Student should be prepared to enter an intermediate sign class with a vocabulary of approximately 350 signs.	Discussion. Summation of learning over past 12 weeks. View pre-evaluation and post-evaluation of videotapes.	Fingerspelling and signing evaluation. Submit reaction paper on J.Greenberg's, <u>In This Sign</u>. Field Trip.

SYNOPSIS OF COURSE

CENTRAL SERVICE TECHNICIAN TRAINING PROGRAM

PURPOSE: To train individuals to become more efficient, skilled and knowledgable in the area of central service.

OBJECTIVES: To assist students to: (1) understand the principles and demonstrate the procedures of preparation, sterilization, inspection and distribution of materials and equipment needed for direct patient care in hospitals; (2) function as leaders in the central service department, assisting in training of new aides and auxilliary personnel.

CONTENT: Includes general terminology associated with central service, interdepartmental and intra-departmental communication; introduction to microbiology; introduction to anatomy and physiology; demonstration of methods of "manufacturing sterile items" by cleaning, packaging, sterilizing and storage of equipment; handling and operation of equipment; and discussion of safety standards and precautions.

Upon completion of the course, the student is awarded a certificate of achievement; if he so desires he may take the registry examination provided by the International Association of Hospital Central Service Management (IAHCSM) and upon passage of the exam may become registered and append the title Registered Central Service Technician (RCST) to his name. He is also eligible for affiliate membership in the IAHCSM.

TEXT: IAHCSM, The Central Service Technician, 1st. ed., Clissold Books, Inc., 1969.

Jorow, The Central Service Technician at Work, Springer Publishing Company, 1975.

Reference books as designated by the instructor.

INSTRUCTOR: Evalyn Moers, R.N.

DATES: September 28, 1976 - May 10, 1977.

CLASS SESSIONS: 6:30 - 9:00 P.M. on Tuesdays for 30 weeks.

TOTAL HOURS: 75 classroom hours, minimum of 30 hours of supervised clinical practice in student's employing institution.

PLACE: North Annex Building, Rooms 303 and 304

FEES: $53.50 (includes textbooks and handouts--$15.00)

ENROLLMENT: 25 maximum

ADMISSION REQUIREMENTS: Current employment in a hospital central service department. Minimum age of 17. Letters of recommendation needed from the Administrative Manager of Central Service and the Supervisor of Central Service.

CRITERIA FOR COMPLETION:
1. Demonstrate a technician's level of competency.
2. Grade of "satisfactory" on all classwork.
3. Grade of "satisfactory" on all clinical practice.
4. Regular attendance at class with no more than three absences.

EVANSVILLE SCHOOL OF HEALTH OCCUPATIONS LEARNING CENTER
COURSE OUTLINE

Begins September 28, 1976-Ends May 10, 1977
Class every Tuesday except Dec. 21 & 28,'76

DATE Central Service Technician DATES OFFERED and March 29, 1977.

Dates & Hours	Major Goals (Assist the student to)	Behavioral Objectives (The student will be able to)	Learning Experience	Eval. Tech.
Session #1 Introduction to Course & Medical Terminology 2½ hours North Annex Rooms 303 - 304	Use textbooks and reference material to complete course satisfactorily. Use list of medical terminology to understand topic to be discussed.	Know requirements of course: References Class Hours Total Hours Criteria of completion	Marie Jorow, Central Service Technician at Work, Springer Publishing Co., N.Y. Arbrook Inc.. Programmed Instruction in Asepsis, Arlington Texas. Phyllis Christensen and Phyllis Smith, The Central Service Technician. I.A.H.C.S.M., Chicago, Ill. Dr. John Perkins, Principles and Method of Sterlization in Health Sciences. Charles C. Thomas, Springfield, Ill. 2nd edition. Betty Bergersen and Andres Goth, Pharmacology in Nursing. C.V. Mosby Co., St. Louis, MO.	
	Use and apply medical terminology and abbreviations in the Central Service Department.	Pronounce, spell, and define terminology and abbreviations	Handout list of medical terminology and abbreviations associated with hospital and Central Service department - Know by third class. Film "Hospital Story".	
Session #2 Introduction to Communications 2½ hours North Annex Rooms 303 - 304	Have a better understanding of functions of hospital, the staff, and departments. To become familiar with staff organizational charts in Central Service Department. Better understand rules and regulations fo central service departments as related to hospital functions.	Explain hospital environment. Communicate in hospital. Identify various classification of employment and related duties in Central Service. Meet dress code, keep record of hours on duty, and follow time schedule. Comply with department policies. Complete duties as assigned.	Lecture. Transparencies of hospital organizational charts. Job discriptions. Central Service organizational charts, tentative time sheets and assignment sheets or methods of assignment.	

Date & Hours	Major Goals (Assist the student to)	Behavioral Objectives (The student will be able to)	Learning Experience	Eval. Tech.
Session 3 Introduction to Anatomy and Physiology Neuro Muscular Skeletal Systems 2½ hours St. Mary's Hospital Meeting Room #1	Have a better understanding of the Neuro-Muscular-Skeletal Systems and the terminology as related to the Central Service employee. Become familiar with body mechanics, equipment, tractions, and bandaging.	Know supplies available in Central Service. Practice good body mechanics, posture, and lifting. Apply bandages, tractions, and armslings.	Refer to textbook for anatomical charts. Lecture. Slides of types of tractions. Display and demonstration of tractions. Student participation in applying tractions, ace bandages, and slings..	Test over Sessions 1 & 2
Session #4 Anat. and Phy. cont'd Respiratory and Digestive Systems 2½ hours St. Mary's Hospital	Gain a basic knowledge of the respiratory system and the equipment and supplies used as related to central service.	Know anatomical charts. Know how to handle, sterilize, and inventory supplies in hospital.	Lecture. Display of equipment. Student to handle equipment for respiratory and digestive systems: IPPB equipment Tracheostomy tubes Suction Machine: (Gomco, Emerson Oral) Technique for suctioning. Reading References for respiratory system: Respiratory Intensive Care Nursing, Sharon Spaeth Bushnell, R.N., First Edition-Copyright 1973, Little, Brown & Co., Publishers. Introduction to Inhalation Therapy, Staton Belinkoff, M.D., First Edition-Copyright 1973, Little, Brown & Co.,Publishers Principles and Practice of Inhalation Therapy,Jimmy Albert Young and Dean Crocker, M.D., C.M., Copyright 1970-Reprinted 1971, Year Book Medical Publishers, Inc.	Test over Session 3

Date & Hours	Major Goals (Assist the student to)	Behavioral Objectives (The student will be able to)	Learning Experience	Eval. Tech.
Session #4 Anat. And Phy. cont'd. Respiratory and Digestive Systems 2½ hours St. Mary's Hospital	Acquire a basic knowledge of the digestive system, and the equipment and supplies used as related to central service.	Know anatomical charts. Know how to handle, sterilize and inventory supplies in hospitals.	Respiratory Technology: A Procedure Manual- Doris Hunsinger Karl J. Linsnerski, Jerome J. Maurizi, Mary L. Phillips. Copyright 1973- Reston Publishing Company, Inc. Know anatomy & physiology covered by the 6th session	
Session #5 Anatomy and Phy. cont'd Urinary and Circulatory Systems 2½ hours North Annex Rooms 303 - 304	Gain a basic understanding of the urinary system and the assoicated equipment and supplies used as related to central service. Gain a basic understanding of the circulatory system and the associated equipment and supplies used as related to central service.	Pronounce, spell and name the organs of the urinary system. Name types of supplies and irrigation solutions available: G.U. cart supplies Renal dialysis supplies and trays Pyelograms, cystograms Catheters Toomey syringes Glycine-Normal Saline Solutions. Identify heart, arteries, and veins on anatomical chart. Recognize and discuss fluid therapy supplies and code blue box or carts as supplied by different hospital central service departments.	Lecture. Display & discussion of supplies from hospitals. Lecture. Hand out equivalents on I.V. chart. Display of I.V. solutions and tubings from hospitals.	Test over Session 4

Date & Hours	Major Goals (Assist the student to)	Behavioral Objectives (The student will be able to)	Learning Experience	Eval. Tech.
Session #6 Introduction to Microbiology 2½ hours North Annex Rooms 303 - 304	Gain a basic understanding of microbiology by study of bacteria, methods of control, and the effect of infections in hospitals.	Classify bacteria. Explain methods of control. Explain means of destruction.	Lecture. Slides of bacteria. Use microscope to identify bacteria.	Test over Session 5
Session #7 Introduction to Transmission of Bacteria 2½ hours North Annex Rooms 303- 304	Gain a basic understanding of routes and modes of transmission of bacteria: Role of Central Service personnel Surveillance program. Control of traffic in central service department.	Exercise better personal hygiene. Handle supplies more competently for own safety. Decontaminate, clean, and prepare supplies to be dispensed. Demonstrate gown and glove technique. Demonstrate hand washing technique.	Lecture. Demonstration and return demonstration of gowning, gloving, and hand washing.	
Session #8 Introduction to Asepsis 2½ hours North Annex Rooms 303 -304	Acquire a basic understanding of asepsis: Surgical technique Techniques for cleaning. Housekeeping in central service department.	Describe fundamentals of cleaning, methods of cleaning, cleanliness of staff, and cleaning agents.	Lecture. Display of cleaning agents. Films: Medical Asepsis and Isolation Technique.	

Date & Hours	Major Goals (Assist the student to)	Behavioral Objectives (The student will be able to)	Learning Experience	Eval. Tech.
Session #9 Introduction to Chemistry 2½ hours North Annex Rooms 303-304	Gain a basic understanding of chemistry as related to central service.	Classify chemical agents. Distinguish between antiseptic, disinfection, sterilitant, and sanitizing agents.	Lecture. Check PH of solutions.	Test over Sessions 6, 7, and 8
Session #10 Introduction to Materials Management Concept 2½ hours Deaconess Hospital	Gain insight into control of supplies in hospitals through Materials Management.	Discribe this concept as related to nursing and management: Purchasing Receiving Staring Distribution	Lecture. Tour of Deaconess Hospital facilities to show flow of supplies to other departments. Demonstrate computor method of obtaining charges.	
Session #11 Introduction to Principles of Sterilization 2½ hours North Annex Rooms 303/304	Acquire a basic understanding of sterilization principles as related to the central service department.	List and define methods of sterilization: Anprolene Flash Gas Pasteurmatic Steam	Lecture. Filmstrips	
Session #12 Principles of Sterilization cont'd. Use of Biological Indicators and Mechanical Monitoring. 2½ hrs. Deaconess Hospital.	Comprehead the use of biological indicators and mechanical monitoring.	Use biological indicators. Keep records. Check autoclave clocks. Check autoclave loads for sterility.	Lecture. Dsiplay of indicators and loadacators, Keeping of records as recommended by Joint Commission. Demonstration of pasteurmatic at Deaconess. Demonstration of anprolene gas sterilizer used by St. Mary's.	

Date & Hours	Major Goals (Assist the student to)	Behavioral Objectives (The student will be able to)	Learning Experience	Eval. Tech.
Session #13 Introduction To Types of Sterilizers, Maintenance, Problems and Problem Solving. 2½ hrs. Welborn Hospital	Become familiar with the various types of sterilizers and their maintenance. Recognize problems if not sterilizers are not operating properly.	Name types of sterilizers. Operate sterilizers where employed. Check recording charts and if problems exist, report to maintenance department immediately.	Lecture. Castle company or (Amsco) American Sterilizer Company to present material on all sterilizers manufactured. Demonstration of sterilizers.	
Session #14 Introduction to Surgical Instruments 2½ hours Welborn Hospital	Gain general knowledge of types of surgical instruments.	Identify surgical instruments and explain uses.	Lecture. Display of instruments by representative from General Medical Corportion.	
Session #15 Introduction to Sterilization Procedures 2½ hours Deaconess Hospital	Know principles of preparation of instruments, pans, glass, synthetics, and rubber goods for sterilization. Learn how to load and unload carts and autoclaves.	Identify instruments in the hospital. Practice loading and unloading carts and autoclave to cool and store supplies (instruments, pans, glass, rubber goods, and synthetics).	Lecture. Display and film by representative of ACMI company or Codman company.	
Session #16 Introduction to Work Simplification 2½ hrs. North Annex Rooms 303/304	Become proficient through organization and work simplification.	Obtain equipment and supplies and average work area to perform assigned tasks. Compare use of mechanical washers-versus hand washing. Compare disposable items versus hand preparation of supplies. Develop problem solving techniques.	Lecture. Use methods improvement chart to write steps of procedure. Evaluate and make changes to improve procedure.	Test over Sessions 9, 10, 11, 12, 13, 14, &15

Date & Hours	Major Goals (Assist the student to)	Behavioral Objectives (The student will be able to)	Learning Experience	Eval. Tech.
Session #17 Introduction to Package Requirements 2½ hours Welborn Hospital	Become proficient in packaging using muslin, synthetic, and paper wrapper. Become familiar with different charging, delivery, and storing systems.	Demonstrate ways to wrap and package supplies (trays, glass, rubber, and synthetic). Use biological indicators. Fill supply orders, see that orders are delivered, and send charges.	Lecture. Demonstration of ways of wrapping. Tour of Welborn's Central Service Department Explaination of: New thermometer procedure Flow of materials Charging system	
Session#18 Introduction to Preparation of Linen Bundles 2½ hrs. Deaconess Hospital	Learn methods of folding, wrapping, sterilizing, cooling, storing, checking for expiration dates of linens.	Inspect and fold linens. Explain procedure of wrapping sterilizing, cooling, storage and checking for expiration dates of linens.	Lecture. Tour of Deconess Central Service Department. Demonstration of: Inspection, folding and wrapping of linens.	
Session #19 Intorduction to Preparation of Special Trays 2½ hours St. Mary's Hospital Rooms-- 3	Learn preparation of special trays. Re-emphasize methods of wrapping and sterilization of trays.	Prepare trays, by card file.	Lecture. Demonstration of preparation.	
Session #20 Case Carts and Exchange Carts 2½ hours St. Mary's Hospital	Become familiar with the care of instruments using the case cart system. Gain a basic understanding of the exchange cart system.	Describe process and flow of equipment to the operating room. Clean, inspect, wrap, and sterilize instruments for operating room set-ups. Route supplies to O.R. by case cart method. Describe system of exchange carts and method of charges.	Lecture. Tour of St. Mary's Processing and Distribution Department. Demonstration of: Instrument washers Sonic washer	

Date & Hours	Major Goals (Assist the student to)	Behavioral Objectives (The student will be able to)	Learning Experience	Eval. Tech.
Session #21 Preparation and sterilization of Solution St. Mary's Hospital 2½ hours	Learn procedure for preparing and computing strengths of solutions. Learn the principle and procedures for sterilizing solution.	Work simple mathematical problem for solution strengths. Prepare solution for sterilization.	Lecture. Exercise in working problems. Demonstration of autoclave operation. Load and sterilize solutions. Unload sterilizer. References: PDR Hospital Formulary (2 volumes) Betty Bergensen's Pharmacology in Nursing, C.V. Mosby Co., St. Louis, MO, 1973.	
Session #22 Maintenance of Equipment OSHA Requirements: Testing, Warranty, Restrictions, Records. 2½ hours Welborn Hospital	Realize the importance of proper maintenance of equipment. Become familiar with requirements for safety of personnel in handling of equipment. Learn to keep maintenance records on electrical supplies.	Describe equipment problems to maintenance. Test equipment before storing (Ex.-K-Pad). Check dates on maintenance label for preventive maintenance required. Check electrical equipment regularly as a safety policy and report any problems.	Lecture. Handout safety check list for central service department. Display oeprational manuals from manufacturers on all electrical equipment in the department (copies of each manual are to be kept in the maintenance department and in the central service department).	
Session #23 Care and Cleaning of Special Equipment Deaconess Hospital 2½ hours	Understand the functions, handling, care of, and cleaning of special equipment.	Decontaminate supplies (Tbc, Staph, E. Coli, Gas Gangrene, etc.) Clean, label, cover, and store equipment: Wangensteen, Gomco, Emerson machines Oral suction machines K-Pads Flotation pads K-thermia Stryker frames Flote and water beds Isolation carts G.U. carts Thermometers	Lecture. Display of equipment. Demonstration of operation and cleaning of equipment.	

Date & Hours	Major Goals (Assist the student to)	Behavioral Objectives (The student will be able to)	Learning Experience	Eval. Tech.
Session #24 Distribution of Supplies 2½ hours St. Mary's Hospital	Become acquainted with methods of distribution of supplies, location, and control of supplies, and records, and service charges of hospital supplies as related to the central service department	Describe methods of distributing supplies, general needs of a hospital. Location Control Automation Records Vendors Service charges	Lecture. Tour of receiving department, and storeroom at St. Mary's.	Test over Sessions 21, 22, and 23
Session #25 Inventory and Budget 2½ hours Welborn Hospital	Recognize importance of maintaining an adequate inventory, the problems of establishing quotas, shelf life lead time, reorder points, inadequate ordering, and receiving procedures. Gain a better understanding of budgeting, terminology, and importance of operating within a budget.	Explain inventory policy of the central service department, emphasizing quota of items and ordering to maintain that amount. Be aware that central service does operate with a budget, that supplies are not to be wasted, that equipment be used properly and kept in good repair.	Lecture. Explain locator file. Lecture. Show and explain computer print out. Define terminology. Explain and quote some of the costs of supplies.	
Session #26 Safety 2½ hours North Annex Rooms 303-304	Practice good safety by following hospital fire and disaster plans. Know location of fire extinguishers and exits that C.S. employees are to use.	Explain use and location of fire extinguishers in Central Service Department, and surrounding areas. Explain fire and disaster plans as related to the central service department.	Lecture on fire prevention. Show and discuss fire and disaster plans for each hospital. Demonstration on school lawn by the fire department. Use and handling of fire equipment by students. Explain procedure for turning in fire alarm.	

Date & Hours	Major Goals (Assist the student to)	Behavioral Objectives (The student will be able to)	Learning Experience	Eval. Tech.
Session # 27 Planning In-service Education Programs 2½ hours North Annex Rooms 303 - 304	Realize the importance of attending and participating in continuing education programs. Become familiar with methods of teaching and performance evaluation.	Keep current with the latest concepts, procedures, and equipment in the central service department. Relate methods of teaching stressing the importance of demonstration and return demonstration, especially when mechanical equipment is involved. Use of audio-visual aides for clarification. State intended outcomes of a class. Identify the need for repeating programs as new staff members are hired. Keep experience records on employees to aid in evaluating the staff for promotion.	Lecture. Role playing with face to face instruction, "show and tell", and written instructions. Discussion of exerience records: Student participation to plan a year's educational program.	
Session #28 Legal Aspects and Ethics 2½ hours North Annex Rooms 303 - 304	Gain a better understanding of legal aspects and moral obligations of the Central Service Department employee.	Explain following: Hospital's legal counsel. Central Service's legal obligation to oprtate within a standard that is accepted for all central service departments. Staff's responsibility for own knowledge and behavior as expected in hospitals and written in: Hospital Policy Manual Hospital Procedure Manual Central Service Policy and Procedure Manual	Lecture. Show and explain need for policy and procedure manual for Central Service Departments Show articles: Legal Implications of Central Service Operation by Harvey Oschner, R.Ph. Hospital Topics July-Aug 1975 Legal Advice Needed as Hospitals Negotiate with PSRO's , Hospitals, J.A.H.A. July 16, 1975 49:24+ Notes from lecture by John Mitchell, AMSCO Seminar Erie, Pa. Legal Aspects of Central Service.	

Date & Hours	Major Goals (Assist the student to)	Behavioral Objective (The student will be able to)	Learning Experience	Eval. Tech. 11
Session #29 Introduction to Final Examination 2½ hours North Annex Room 303 - 304	Evaluate the learning experience through examination.	Write and pass the final examination.	Give instructions and hand out examination papers.	Final Exam.
Session #30 Review Examinations Present Certificates Refreshments. 2½ hours North Annex Rooms 303 - 304	Re-evaluate the learning experience through review of the final examination.	Discuss and ask questions for clarification. Recognize areas of weakness and make plans for corrections.	Handout exam papers and grades. Presentation of certificates. Refreshments.	

Synopsis of Course Outline

PROGRAM FOR THE EDUCATION OF DIETETIC ASSISTANTS

Principal instructor: **Venita Hargis, R.D.**

Sponsored by the Evansville School of Health Occupations

Participants: A basic course for personnel currently employed in dietary departments in health care facilities.

Purpose: To prepare qualified applicants to function effectively as food service supervisors.

Classes: Classes will meet in room 305, North High School Annex, each Wednesday starting September 8, 1976 from 6:00 to 8:30 P.M., except December 22 and 29, and March 30. This schedule covers 90 hours of instruction in a 36 week period. Classes end June 1, 1977.

Field Experience: Field experience begins September 9 following the first class and ends June 1, 1977. A minimum of 4 hours per week is required for all units except Unit VI for which a minimum of 5 hours per week will be required.

The field experience is obtained in the student's place of employment under the supervision of the registered dietitian who functions as a consulting dietitian or full time dietitian for the institution. A complete manual for the field experience is provided.

Projects should be completed in the allotted time. The preceptor prepares a written evaluation of each project. This evaluation and your written work required by any project must be submitted to your classroom instructor on the date due.

At the conclusion of the program the preceptor evaluates the total effectiveness of the student as a food service supervisor.

Textbooks: American Hospital Association, Food Service Manual for Health Care Institutions
Robinson, Basic Nutrition and Diet Therapy
Fowler and West, Foods for Fifty
Other materials as provided

CLASS AND FIELD EXPERIENCE SCHEDULE

Sept.	8	Unit I Orientation	Class: 5 hrs.
	15		Field: 8 hrs.
		Field Experience Project I due September 22	

Sept.	22	Unit II Principles and Procedures of Food	Class: 10 hrs.
	29	Preparation and Service	Field: 16 hrs.
Oct.	6		
	13		
		Field Experience Project II, Sections A through H due October 20	
Oct.	20	Unit III Nutritional Care	Class: 22½ hrs.
	27		Field: 36 hrs.
Nov.	3		
	10		
	17		
	24		
Dec.	1		
	8		
	15		
		Field Experience Project III due January 5	
Jan.	5	Unit IV Merchandising, Food Procurement, and	Class: 10 hrs.
	12	Storage	Field: 16 hrs.
	19		
	26		
		Field Experience Project IV due February 2	
Feb.	2	Unit V Housekeeping, Safety and Sanitation	Class: 20 hrs.
	9		Field: 32 hrs.
	16		
	23		
Mar.	2		
	9		
	16		
	23		
		Field Experience Project V due April 6	
Apr.	6	Unit VI Administration and Supervision	Class: 22½ hrs.
	13		Field: 42 hrs.
	20		
	27		
May	4		
	11		
	18		
	25		
June	1	Field Experience Project VI, Sections A through H due June 1	

Criteria for satisfactory completion of the course.

1. A grade of "satisfactory" on all classwork.
2. A grade of "satisfactory" on all field projects. (Pass/Fail basis)
3. Records of all field projects must be on file at the Learning Center.
4. Demonstration of a beginning level of competence in the role of food service supervisor as determined by the final evaluation of the preceptor.
5. Regular attendance at class with no more than three absences.

UNIT I. ORIENTATION TO THE FIELD OF HEALTH CARE, HEALTH CARE INSTITUTIONS AND THE FOOD SERVICE DEPARTMENT

Hours of Instr.	MAJOR GOALS (To assist the student:)	BEHAVIORAL OBJECTIVES (The student will be able to)	LEARNING EXPERIENCES	EVALUATION TECHNIQUES
½ hr.	1.To understand the purpose nature of the total learning experience.	1.Adjust to the purpose, teaching methods and learning experiences being provided. Describe her role in the teaching-learning process.	1.Introduction of class members. Discussion of philosophy, objectives, teaching methods and content of program.	1.Teacher assessment of nature and quality of communications and attitudes demonstrated in interchanges.
4½hrs.	2.To understand fundamental differences in types of health care facilities and the basic roles and interrelationships of departments and health care personnel.	2.Differentiate nature and purpose of short and long term health care facilities. Identify in general terms the roles and functions of selected professional members of the health care team: doctor, nurse, registered dietitian. Identify roles and functions of support personnel for each professional group. Describe the administrative structure of her agency and locate the food service department and herself accurately in the framework.	2.Filmstrip:Trainex 330,"An Introduction to the Hospital and its Functions." Lecture and discussion on health care facilities, professional members of the health team, support personnel and ethical relationships. Group development and discussion of typical organizational charts.	Prepares an organizational chart of her facility. (field)

Hours of Instr.	MAJOR GOALS	BEHAVIORAL OBJECTIVES	LEARNING EXPERIENCES	EVALUATION TECHNIQUES
	3.To learn the specific functions and organizational structure of the food service department.	3.List the functions and all personnel of the dietary department. Relate the purpose of the food service department to the general purposes of the institution. Discriminate between the roles of the dietitian, the dietetic technician and the dietetic assistant.	3.Filmstrip:Trainex FS-158, "Orientation to the Food Service Department." Discussion of ADA definitions of roles of the dietary team.	3.Prepares an organizational chart of her department and develops a job description of each worker. (field) Prepares a complete list of the functions of the dietetic assistant in her institution. (field)
	4.To perceive internally and externally developed standards for the dietary department as essential elements in the provision of high quality food services.	4.Recall agencies charged with reviewing standards of dietary operations: State Board of Health, Joint Commission, Federal rules and regulations. Identify four organizations which contribute to the maintenance of health in the dietary field: ADA, American Heart Association, Dairy Council and the American Hospital Association.	4.Discussion of standards developed by the dietary department for its operation and those agencies which also impose standards. 5.Reading Assignment: AHA, Food Service Manual for Health Care Institutions, pp. 1-16.	Written test of the unit. Preceptor's evaluation. Student's self-evaluation.

ROLES OF DIETETIC TEAM IN FOOD MANAGEMENT

DIETITIAN	DIETETIC TECHNICIAN Associate (2 yr/degree)	DIETETIC ASSISTANT (90 hr program/one yr)HIEFSS Member
PLANNING AND ORGANIZING Identifies department goals and designs long and short range objectives.		
Designs and establishes operational systems which support objectives: Production Systems Specifications Inventory controls Master Personnel Plan Purchasing Systems Food Systems Service Systems merchandising food delivery system customer services	Assists in establishing and implementing operational systems: Production systems Forecasting Production orders Employee scheduling Food purchasing Receiving, storage Service Systems Customer relations Menu design Sales analysis Uniforms Advertising & promotion Food presentation	Carries out established operational systems: Maintains production systems Forecasts food needs Makes production orders Schedules employees Purchases food, supplies Supervises receiving & storage Knows policies, procedures and carries out plan of service Maintains good customer relations Plans menus Records sales Maintains dress codes Implements plan of promotion Presents food attractively
Develops departmental policies and procedures	Assists in writing procedures to implement policies Participates in determination of staffing needs, writes job descriptions and specifications for personnel	Carries out procedures Makes recommendations which may be incorporated into policies
Identifies need for & plans education and development programs for department personnel: Orientation In-Service education Continuing education	Assists in planning & implementation of educational program Procures and uses resources & materials in educational programs	Implements programs & follow-up of education for department personnel within area of responsibility
Defines departmental standards. Establishes programs for maintenance & review of standards.	Plans for implementation of departmental standards: Menus Nutritional needs Principles of menu planning	Maintains established standards: Menus Nutritional needs Principles of menu planning Adaptation to meet needs of clientele

DIETITIAN	DIETETIC TECHNICIAN	DIETETIC ASSISTANT
	Adaptation to meet needs of clientele Program of sanitation Food quality and recipe standardization Food service Program of safety Equipment maintenance Productivity	Program of sanitation Food quality and recipe standardization Food service Program of safety Equipment maintenance Productivity
Determines departmental budget Establishes system of cost control	Participates in budget development Assists in implementation and maintenance of cost control records	Maintains cost control records and collects specified data
Improves efficiency by establishing creative and innovative programs (computerization, variations in food production and service systems, educational programs, etc.) Determines layout of dietary space & equipment requirements for the dept.	Participates in and suggests areas where innovation may be needed. Involved in planning and review of food facility and equipment requirements.	Assists in implementation of new programs Involved in planning and review of food facility and equipment requirements for area of responsibility.
EVALUATION Develops, revises and modifies systems of evaluation for the department. Evaluates efficiency of food service operation: Layout Productivity Work simplification, staffing patterns, food products, etc.	Evaluates and recommends changes or modifications for the department. Uses evaluation tools: Task analysis Keeps specified records Product analysis Time & motion studies	Evaluates & recommends changes or modifications in area of responsibility Uses evaluation tools: Task analysis Keeps specified records Product analysis Time & motion studies
NUTRITIONAL CARE Plans, implements & evaluated nutritional care within operational systems.	Identifies needs of consumers for nutritional care: Menu selections to assure balanced diet Menu acceptance Food preferences Food consumption patterns Implements program to provide nutritional care: Writes routine modified diets Adapts menus to meet special needs of individuals Monitors food service system	Collects data & information to be used in program planning: Menu acceptance Food preferences Food consumption patterns Selection of balanced diet Maintains records. Uses written guides to write routine modified diets Uses written guides to adapt menus to meet special needs of individuals Carries out established service system

DIETITIAN	DIETETIC TECHNICIAN	DIETETIC ASSISTANT
PERSONNEL MANAGEMENT		
Develops personnel program for department. Responsible for supervisory & administrative employees within the department (interview, selection, supervision, training & development, evaluation, etc.)	Assists in developing personnel program Responsible for assistant, and/or other dietary personnel	Responsible for personnel in assigned assigned area
Communicates terms of union contract with personnel	Maintains contractual agreement with union employees	Functions to avoid grievances by using fair employment practices
COMMUNICATION		
Provides systems of communication: Relates with other health professions Participates as member of health care team Reports to administration Maintains communication: Interdepartmental Intradepartmental Labor union representatives	Attends staff meetings & prepares appropriate records and reports Relates with and reports to dietitian or administrator & consulting dietitian Coordinate activities among areas of dietary department	Attends staff meetings & prepares appropriate records & reports. Relates with & reports to dietetic technician, dietitian or administrator and consulting dietitian. Coordinates activities within area of responsibility.
Provide systems to carry out legislation & regulations of licensing & accrediting bodies (federal, state and local)	Maintain regulations: Reimbursement forms Records Standards	Maintain regulations: Reimbursement forms Records Standards

FUNCTIONS OF THE DIETETIC ASSISTANT AS DESCRIBED BY THE AMERICAN DIETETIC ASSOCIATION

The dietetic assistant participates in the implementation of the food service operation through such activities as:

1. Planning menus according to established patterns
2. Training, scheduling, supervising and evaluating employees
3. Supervising food production and service
4. Maintaining quality control
5. Maintaining established standards of sanitation and safety
6. Supervising record keeping
7. Maintaining an adequate system of patient nutritional care

UNIT II PRINCIPLES AND PROCEDURES OF FOOD PREPARATION AND SERVICE

Hours of Inst.	MAJOR GOALS (To assist the student:)	BEHAVIORAL OBJECTIVES (The student will be able to:)	LEARNING EXPERIENCES	EVALUATION TECHNIQUES
10 hours			Reading assignment: HEW 1701-0392, A Guide To Nutrition and Food Service for Nursing Homes and Homes for the Aged, pp. 62-73. Fowler and West, Food for Fifty, introductory section in each chapter. Read and learn to use Standardizing Recipes for Institutional Use ; Robinson, Basic Nutrition and Diet Therapy, pp. 166-188; AHA Food Service Manual For Health Care Institutions, pp. 145-204. Recommended Reading: Blue Goose "Buying Guide for Fresh Fruits and Vegetables" American Home Economics Assn., "Handbook for Food Preparation: Proj. #35 USDA, "Food Selection for Good Nutrition in Group Feeding" 1.Lecture and discussion of preparation and serving techniques. Film on coffee making and handouts from Coffee Brewing Center. Taste testing exercise on fresh and held coffee (Field experience)	
	1.To understand the principles and procedures for making good coffee, tea and nourishment type of beverages. To know the proper care and use of equipment associated with their preparation.	1.Describe methods of preparation of beverages and nourishments and proper storage temperatures until served. Explain use, care and cleaning of related equipment.		

Hours of Instr.	MAJOR GOALS (To assist the student:)	BEHAVIORAL OBJECTIVES (The student will be able to:)	LEARNING EXPERIENCES	EVALUATION TECHNIQUES
	2.To learn procedures of proper vegetable and cereal preparation and serving to maintain maximum food value, palatability and appearance.	2.Describe vegetable preparation techniques and their effect on color, texture, vitamins and minerals. Describe preparation and serving of hot cereals. Explain the use, care and handling of utensils and equipment used in preparation of vegetables and cereals.	Analysis of tube feeding recipe for nutritional content (Field experience. 2. Lecture and discussion of preparation and service. Prepares a food production worksheet for the vegetable and cereal unit (Field Exp.). Experiment on cooking green vegetables by alternative means (Field Exp.). Comparison exercise on use of canned, frozen, and fresh vegetables (Field experience)	
	3.To learn principles of preparation of protein foods and master the reasons for various methods of preparing meats and other protein foods and combination dishes.	3.Differentiate various methods of cookery. Explain reasons for use of the various methods and their effects on tenderness, flavor and nutritional quality. Describe procedures of preparation and nutritional quality of combination main dishes.	3.Lecture and discussion on protein entrees and combination dishes including pastas. Use of overhead projector to show terms and methods of preparation of meat, fish, poultry and eggs. Evaluates protein entrees served in her institution over a three day period (Field experience).	
	4.To acquire knowledge and understanding of techniques and standards of quality in preparation of salads and cold entrees.	4.Describe the qualities of an attractive, tasty and appropriate salad, sandwich or cold food suitable to the clientele being served.	4.Lecture and discussion with use of overhead projector to show classification of cold foods, sandwiches and salads.	

Hours of Inst.	MAJOR GOALS (To assist the student:)	BEHAVIORAL OBJECTIVES (The student will be able to:)	LEARNING EXPERIENCES	EVALUATION TECHNIQUES
		Evaluate preparation techniques to maintain proper standards of food production.	Prepares a food production work sheet for the salad and cold entree unit (Field experience). Prepares a menu using a cold entree appropriate for her institution (Field experience).	
	5.To become familiar with procedures followed in the quantity preparation of desserts and baked goods.	5.Describe proper procedures in preparation of colorful, tasty and acceptable pastries, puddings, cookies, gelatins and various hot breads.	5.Lecture and discussion. Prepares a food production worksheet for the dessert and bakery unit (Field experience). Evaluates the quality of products prepared and served in her institution (Field experience).	
	6.To gain the necessary knowledge of techniques and standards of tray service so that she can function in this area and supervise it effectively.	6.Interpret centralized and decentralized types of tray service.	6.Lecture and discussion on distribution of food to patients with use of overhead projector to differentiate types of tray service and tray set ups.	
	To understand the factors involved in operating a central dining room for ambulatory patients.	Evaluate factors considered in determining type of service suited to number of clientele, equipment, floor plan of facility, budget and philosophy of institution. Identify standards and procedures of effective tray preparation and serving.	Small group discussions on types of service, equipment required, staffing required and variations in checking procedures and items. Followed by report to class. Charts chronological order of activities in food preparation and food serving areas to insure coordination. (Field experience).	

Hours of Inst.	MAJOR GOALS (To assist the student:)	BEHAVIORAL OBJECTIVES (The student will be able to:)	LEARNING EXPERIENCES	EVALUATION TECHNIQUES
		Describe procedures, problems and standards in the operation of a central dining service. Apply knowledge of standards to identify improper procedures which interfere with the delivery of quality foods to patients.	Prepares a supervisor's check list to insure readiness for serving (Field experience).	
	7.To amplify her understanding of the operations in a large dietary department. To gain an initial understanding of policies and procedures in employee food service systems. To understand the role of the dietary department in institutional functions and community services.	7.Apply knowledge of principles of food preparation to understand modifications necessary in large operations. Describe the essential qualities of limited food service and full food service systems for employees. Plan an appropriate dietary operation in providing food service for an institutional function. 8. Apply knowledge of preparing standardized recipes.	7.Field trip through dietary department and the employee food service system in a large general hospital followed by discussion of assignments in the Field Experience Manual. 8. Prepares standardized recipe. 9. Prepares a recipe file	Written test over unit. Preceptor's evaluation of written exercises in field experience. Student's self-evaluation of her performance in this area. Preceptor's evaluation of student performance.

Unit III Nutritional Care in Modern Society

Hours of Inst.	MAJOR GOALS (To assist the student)	BEHAVIORAL OBJECTIVES (The student will be able to:)	LEARNING EXPERIENCES	EVALUATION TECHNIQUES
2½ hrs			Reading assignments: HEW 1701-0392, A Guide to Nutrition and Food Service for Nursing Homes and Aged Robinson, Basic Nutrition & Diet Therapy, pp 3-165. 40's,50's,60's and Over" "To Your Health In Your Second Fifty Years" Home and Garden Bulletin #72 Nutritive Value of Foods	
	1.To understand typical nutritional status of major sectors of the population and those factors which contribute to the development of food habits.	1.Describe at least one major nutritional problem and its possible cause in each major population group: infancy, pre-school, school, teenage, young adult, mature adult and aged.	1.Lecture and discussion on food habits in contemporary society. Filmstrip: The Diet Teaching Programs, "Nutrition for a Nation" Filmstrip:Concept Media "Perspectives on Aging I & II"	
	2.To acquire beginning skill in interviewing clients to elicit food preferences and problems.	2.Interact with patients with poise and effectiveness in obtaining nutritional data.	2.Discussion and role playing of interviewing techniques.	2.Interviews 3 patients in her facility and discusses with her preceptor the implications of her findings for the nutritional needs of the patients. (field)
	3.To acquire knowledge of specific food nutrients and their functions in nutrition.	3.Explain in basic terms the processes of digestions, absorption and metabolism using accurate nutritional terminology.	3.Lecture with overhead projector on normal nutrition and functions of protein, carbohydrate, fat, minerals, vitamins and water	

Hours of Instr.	MAJOR GOALS	BEHAVIORAL OBJECTIVES	LEARNING EXPERIENCES	EVALUATION TECHNIQUES
	4.To understand the recommended dietary allowance and factors in the life cycle which change requirements.	4.Explain the source and principles of R.D.A. and describe factors in the typical life cycle which contribute to changing needs.	4.Explanation of R.D.A.tables and developmental tasks which influence needs. Explanation of Indiana's dietary requirements.	Written test on normal nutrition.
	5.To master the concepts of the basic four as a daily food guide in preparing menus.	5.List the constituents of the basic groups. Plan a master menu for normal nutrition for adults for one week using appropriately the basic four food groups and principles of good nutrition.	5.Lecture and discussion on the basic four food groups and cycle menus and selective menus. Group development in class of a master menu for normal nutrition for 2 or more days.	5.Prepares a master menu for one week for normal nutrition for clients in her facility. (field) Analyzes her own dietary intake for two days.(field)
	6.To develop necessary knowledge and skill to understand dietary presciptions and modify diets for special needs.	6.Write accurately modified diets for special diets: fiber restrictions, low sodium, fat modifications, protein modifications, protein modifications, calculated diets and low purine.	6. Reading assignment: Indiana Diet Manual Robinson, Basic Nutrition & Diet Therapy, pp 189-273. Lecture and discussion on modified diets and purposes of dietary prescriptions: Fiber restrictions Fat modifications Sodium restrictions Calculated diets Purine restrictions Reading assignment: American Heart Association pamphlets on special diets. Filmstrips:Trainex Films DCS-0016 "Understanding Diabetes" DCS-0017 "Diabetes and Diet", and HI-215 "Diabetic Meal Planning" Group development of special diets.	6.Using the master menu she planned for her facility, writes modified diets. (field)

UNIT IV MERCHANDISING, FOOD PROCUREMENT, STORAGE AND RECORD KEEPING

Hours of Instr	MAJOR GOALS (To assist the student:)	BEHAVIORAL OBJECTIVES (The student will be able to:)	LEARNING EXPERIENCES	EVALUATION TECHNIQUES
10 hr.			Reading assignments: US Dept. of Ag, Food Storage Guide for Schools and Institutions. Ag. Handbook No. 284, Food Purchasing Guide for Group Feeding. Cornell U., Food Marketing Leaflet 13, Buying Food for Your Nursing Home. "Facts about the Food You Eat": Nutrition Information on Food Labels. HEW, A Guide to Nutrition and Food Service, pp. 42-59	
	1. To relate storage facilities of an institution to its purchasing procedures.	1. Identify the storage factors which influence daily and long term buying and relate these to operations at her own institution.	Food Service Manual for Health Care Institutions, pp 79-144. 1. Lecture and discussion of storage methods, standards and control procedures.	
	To learn storage standards for the various categories of foods to maintain optimal quality and nutrients.	Identify storage standards for each category of food and assess adequacy of facilities at her institution.		
	To understand problems in the control of food stores and their relationship to effective operation of food production.	Describe methods of maintaining supply records and procedures for adding supplies and controlling withdrawal.	Prepares a total inventory of supplies, sets up or describes a perpetual inventory system and determines normal quotas for supplies on hand at her institution. (Field experience)	

Hours of Instr.	MAJOR GOALS	BEHAVIORAL OBJECTIVES	LEARNING EXPERIENCES	EVALUATION TECHNIQUES
	2. To understand the planned menu as the basis of food purchasing.	2. Evaluate supplies needed for food production for a specified time span and identify accurately what is on hand and what needs to be purchased.	2. Prepares food production worksheet for one day, identifies stores on hand and the purchases needed. Prepares a requisition to obtain food supplies from stores. (Field experience)	
	3. To learn basic principles and procedures of purchasing supplies.	3. Describe grades or standards for various food categories. Interpret food labels. Distinguish differences in unit sizes and yields.	3. Lecture and discussion of food grades, standards, unit sizes and factors determining decision to purchase.	
		Apply knowledge of warehouse techniques to food purchasing.	Tour of local produce company.	
		Describe factors to be analyzed in comparison shopping.	Obtains quotations on specified items from alternate vendors. (Field experience)	At the conclusion of the unit the student evaluates facilities, policies and procedures in her institution for ordering, storing and utilization of supplies and makes recommendations for needed improvements. Test over unit. Preceptor's evaluation of performance. Student's self-evaluation of performance.
		Name specifications pertinent to each food items to be purchased.	Prepares a food requisition with detailed information on all items. (Field experience)	
	4. To understand how food deliveries are received, checked, stored and approved for payment of vendor.	4. Describe role of store room person or person receiving deliveries. Lists the factors to be checked on the order.	4. Lecture and discussion of delivery system and storage and billing procedures.	
		Describes proper handling and placement of new supplies in relation to those on hand.	Receives a delivery and processes it accurately. (Field experience)	
		Approves an invoice for payment.		

UNIT V. HOUSEKEEPING, SAFETY, SANITATION AND PERSONAL HYGIENE

Hours of Instr.	MAJOR GOALS (To assist the student:)	BEHAVIORAL OBJECTIVES (The student will be able to:)	LEARNING EXPERIENCES	EVALUATION TECHNIQUES
20			Reading assignments: Indiana State Board of Health Publications as follows: "Preventing Food Spoilage" "48 Ways to Foil Food Infections" "Leading Factors Contributing to Foodborne Disease Outbreaks" "Canned Foods" "Food Protection" "Manual Utensil and Equipment Washing" USPHS, Pub. 281, "From Hand to Mouth" Indiana State Board of Health, Regulation HFD 17. HEW, A Guide To Nutrition and Food Service, pp. 80-87. AHA, Food Service Manual For Health Care Institutions, pp. 205-224	
	1.To understand the responsibility of the institution to establish and maintain standards of housekeeping, safety, sanitation and personal hygiene of employees and the role of outside agencies in imposing standards.	1.Identify the authority of the dietetic assistant to deal with problems and set standards and the proper chain of command to resolve problems beyond her scope of authority. Differentiate the functions of the Indiana State Board of Health, the fire department and other accreditation agencies.	1. Lecture and discussion on housekeeping, safety, sanitation and personal hygiene standards, methods and control. FILMS: Ind. State Bd. Health 770.1 Safe Handling of Foods in Quantity A899.1 The Spoilers A963 Integrity of Food: Responsible Concept of Sanitation 1509.1 Mr. Dishmachine Operator	
	2.To learn principles of good personal hygiene and their relationship to patient and employee welfare.	2.Describe personal hygiene standards for dietary workers and common failures in observance.		

Hours of Instr.	MAJOR GOALS	BEHAVIORAL OBJECTIVES	LEARNING EXPERIENCES	EVALUATION TECHNIQUES
		Relate infractions of standards to possible foodborne diseases. Evaluate the esthetic factors involved in personal hygiene standards.	A1521 Dining Room Sanitation A1524 Kitchen Safety: Preventing Burns A1525 Kitchen Safety: Preventing Machine Injuries	
	3.To recognize safety hazards in dietary operations and to understand the effect of injuries on worker productivity.	3.Identify safety factors in dietary operations and potentially hazardous employee behavior. Describe proper procedures in the event of employee injury, and estimate the possible economic factors involved.	3.FS-159 Trainex Filmstrip, "Hospital Kitchen Safety"	
		Describe the operation and uses of types of fire extinguishers and procedures in the event of fires or drills.	FS-167 Trainex Filmstrip, "Fire Extinguishing Equipment" Lecture and demonstration by local fire department representative.	
		Suggest methods of eliminating known safety hazards.	Prepares an assessment of dietary facilities and operations at her institution in terms of safety factors. (Field experience)	
	4.To learn proper housekeeping standards and procedures for the dietary department.	4.Describe standards and procedures of general housekeeping. Identify dangerous substances used in housekeeping and describe proper storage and handling.		

Hours of Instr.	MAJOR GOALS	BEHAVIORAL OBJECTIVES	LEARNING EXPERIENCES	EVALUATION TECHNIQUES
		Relate improper housekeeping practices and vermin control to patient and employee welfare.	Prepares an assessment of housekeeping standards and practices in her own institution. (Field experience)	
	5. To understand principles and methods of sanitation.	5. Identify common foodborne diseases and methods of dissemination and prevention.		
		Differentiate washing and sanitization procedures and know when each is appropriate.	Indiana State Board of Health Film, "Mr. Dish Machine Operator"	
		Name typical sanitation problems in dietary operations.		
		Describe sanitary standards in the preparation, serving and storing of foods.	Prepares an assessment of sanitary conditions, problems and procedures in her own institution. (Field experience)	
		Describe in detail proper handling and processing of used dishes, utensils and trays for feeding of patients and the handling and storing of clean items.	Prepares a daily sanitation check list for her own dietary department. (Field experience)	Evaluation of quality of written assignments in field experience.
		Identify substances and techniques used in sanitizing in dietary operations.	Prepares a cleaning schedule with specified methods for all phases of dietary operations in her institution. (Field experience)	Preceptor's evaluation of her functioning in the area.
				Student's self assessment of her performance.
				Written test over unit content.

UNIT VI ADMINISTRATION AND SUPERVISION

Hours of Inst.	MAJOR GOALS (To assist the student:)	BEHAVIORAL OBJECTIVES (The student will be able to:)	LEARNING EXPERIENCES	EVALUATION TECHNIQUES
22½ hrs.			Reading assignment: HEW 1701-0392, A Guide to Nutrition and Food Service for Nursing Homes and Homes for the Aged pp. 2,13-15,74-79,88-93,103-109. U.S. Dept. of Agriculture, Guide for Supervisors AHA, Food Service Manual for Health Care Institutions, pp 1-16, 225-238.	
	1.To understand management and supervision as a human relations skill.	1.Differentiate autocratic and democratic management environments and describe the effect on employee behavior in each. Distinguish between line, staff and functional positions. Describe job behavior on the basis of psychological needs.	Lecture and discussion on each selected aspect of management. 1. Assess job atmosphere. (Field experience) Analyzes her behavior in interpersonal relations. (Field experience) Identifies general pattern of employee's behavior. (Field experience.) Places in order job factors of importance to employees. (Field experience)	
	2.To improve communication skills.	2.Intrepret communication skills as both sending and receiving messages. Identify criteria of effective speaking, writing and listening.	2.Class exercise on distortion of a message. Completes the communication check list for supervisors. (Field experience) Analyzes a breakdown in communications. (Field experience)	

Hours of Inst.	MAJOR GOALS (To assist the student:)	BEHAVIORAL OBJECTIVES (The student will be able to:)	LEARNING EXPERIENCES	EVALUATION TECHNIQUES
		Identify behavior patterns in her own communication skills which she will need to correct.		
	3.To interpret personnel policies as both the commitment of the institution to the worker and it to him.	3.Describe the nature and intent of personnel policies.	3.Compares institutional policies with a general check list. (Field experience)	
		Assess the general economic impact of personnel policies on the institution and cite abuses of policies.		
	4.To learn simple techniques for job analysis and the development of job descriptions and related job information.	4.Describe methods of gathering data about jobs.	4.Prepares a job work sheet. (Field experience)	
		Identify the content and uses of job description, job summary, job specification and job work sheet.	Prepares a job description, job specification and job summary for the dietetic assistant. (Field experience)	
	5.To understand managerial functions related to staffin a department and organizing work schedules.	5.Identify staffing problems and relate these to the amount and quality of supervision needed.		
		Describe the procedure for employing a worker.		
		Relate the quality and content of the orientation program to success on the job and worker satisfaction.	Plans an orientation program. (Field experience)	
		List the factors to be considered in preparing a time schedule of work for the staff.	Plans the time for the dietary department for two weeks. (Field experience)	

Hours of Inst.	MAJOR GOALS (To assist the student:)	BEHAVIORAL OBJECTIVES (The student will be able to:)	LEARNING EXPERIENCES	EVALUATION TECHNIQUES
		Describe the use of the daily work sheet.	Prepares a work sheet for the dietary department for one week. (Field experience)	
		Identify factors in the dietary department which influence the number of employees needed.		
	6.To understand factors underlying worker productivity and to learn techniques of analyzing performance.	6.Relate performance problems to both personal factors and managerial factors.	6.Analyzes a performance problem. (Field experience)	
		Describe evaluation problems and procedures.	Evaluates performance of one employee. (Field experience)	
		Interpret evaluation as a developmental function.		
		Apply knowledge about human resistance to change to the role of the supervisor in helping employees adjust to changes.	Analyzes the functions of the dietetic assistant in terms of being an instrument of change. (Field experience)	
		Describe the need, purpose and method of delegation of authority.		
	7.To learn how to identify learning needs of the staff and to develop educational programs.	7.Name sources of information about learning needs of the staff.	7.Identifies a learning need of the dietary staff, plans an appropriate program and conducts the program. (Field experience)	
	To develop beginning skill in teaching.	Describe effective teaching methods for job instruction for adults.		

Hours of Inst.	MAJOR GOALS (To assist the student:)	BEHAVIORAL OBJECTIVES (The student will be able to:)	LEARNING EXPERIENCES	EVALUATION TECHNIQUES
	8.To understand the general approach in cost accounting and her role in cost accounting, budgeting and cost control.	8.Identify the information needed by the accounting department to analyze costs.	8.Prepares a monthly meal census. (Field experience)	
			Maintains a daily record of food purchased.(Field experience)	
			Computes the cost of food used for one month. (Field experience)	
		Describe both direct and indirect factors considered in computing total costs of operation and preparing the budget.		
		Interpret the areas in operating costs in which the dietetic assistant can exert some control.	Describes appropriate control measures which the dietetic assistant can implement. (Field experience)	Techniques integrated throughout the unit:
	9.To place in perspective internal and external standards of operation, the agencies involved and the role of the dietetic assistant with respect to each.	9.Name agencies which impose standards on the institution and the types of standards.		Assessment of written exercises in the field.
		Describe the licensure procedure for the institution.	Uses guidelines for an inspection visit and checks dietary operations for compliance. (Field experience)	Student self-evaluation of performance.
				Perceptor's evaluation of student performance.
		Differentiate as well as relate internally and externally developed standards.		Written test on the unit.
		Describe the need for external control.		

Hours of Inst.	MAJOR GOALS (To assist the student:)	BEHAVIORAL OBJECTIVES (The student will be able to:)	LEARNING EXPERIENCES	EVALUATION TECHNIQUES
		Interpret written institutional food service policies as guidelines for patient nutrition.	Prepares written food service policies for her institution.	
	10.To learn which records are required and which optional records can be additional tools for effective management.	10.Describe records required and their uses. Describe optional records and their uses. Identify methods of filing and storing records for easy retrieval. Evaluate record keeping in terms of the ease in keeping the record, the adequacy of the form for its purpose, the time involved in preparation, the uses it serves and its impact on the quality of the dietary service.	10.Analyzes records currently being kept by her institution and identifies additional records she would suggest. (Field experience)	

SUPERVISION AND MANAGEMENT SKILLS

(From routine management development courses, the following skills emerged as really needed. Training in these produced far greater results in successful supervision. The twelve final needs as determined were:)

1. Skill in achieving results with the instruments at hand, especially in directing, training, and coordinating available personnel without exhibiting undue personal irritation or complaint.

2. Acceptance without protest of all authority which in any way legally limits or conditions one's own authority.

3. Skill in expressing oneself, preferably both in speaking and in writing.

4. Skill in doing many things well and in moving swiftly and smoothly from task to task.

5. Skill in dealing with the unexpected and unusual and in accepting interruptions without annoyance or loss of efficiency.

6. Skill in separating major from minor issues and in foreseeing consequences so as to make relatively quick but sound decisions.

7. Willingness to listen and patience in listening before making decisions.

8. Skill in reaching needed objectives without reliance upon rigid or petty rules.

9. Skill in formulating policies and in interpreting goals so as to motivate both effort and production.

10. Skill in properly evaluating new ideas and changing circumstances.

11. Skill (diplomatic) in evading or resisting "distractors" and digressive items.

12. Skill in correctly interpreting what is said or written.

SUGGESTIONS FOR MAINTAINING AND IMPROVING RELATIONS WITH YOUR BOSS

1. Never take anything for granted.
2. Work should be both checked and inspected.
3. Work is not complete until the completion has been reported.
4. Never let your boss be surprised.
5. Report your own mistakes immediately.
6. Call attention to problems as soon as you perceive them--and try to suggest a solution. If possible, an alternative solution should also be ready for discussion.
7. When you bring a problem to him, be sure you have all the facts.
8. When you bring an idea to him for a change, be sure you can explain clearly why the change is needed, what the change will cost in terms of equipment and manpower, and how other departments might be affected by the change.
9. Do not do anything for one person that you cannot or will not do for another under similar circumstances.
10. Ask questions, but explain why the questions are asked.
11. Plan ahead.
12. Make your boss look smart.

QUESTIONS THAT FIT THE NEED

Use Questions Like These	Not Questions Like These
Open Questions that invite the other person to express freely what he thinks and feels---never make him feel that he is in a box or fenced in in any way. Example: Tell me, Joe, how does this problem look to you?	Close-Out Questions that force the other person into a point of view other than his own---make him feel he must conform to some preconceived pattern. Example: Now if you were convinced that taking this action is morally wrong, you wouldn't be for it, would you?
Leading Questions that give direction to the reply but are not restrictive in any way. Example: How did you go about working out your solution to the problem?	Loaded Questions that put the respondent into a "hot spot" whatever his answer may be. Example: What made you think that your solution to the problem was the only right one?
Cool Questions that appeal to reason and that involve the emotions as little as possible. Example: Now what would you say the first step toward a solution should be?	Heated Questions that reflect the feelings of the asker and incite those of the respondent. Example: We've already been round and round on that one, so what do you think we should do?
Planned Questions that are thought out in advance as part of a logical sequence. Example: What would your suggestion be on this?	Impulse Questions that just happen to pop into the asker's mind. Example: By the way, what do you think about the way your boss handled this?
Treat Questions that let the respondent know he can make a real contribution by expressing his views. Example: You can help me a good deal on this, Joe. What is your suggestion?	Trick Questions that seem to ask a frank opinion, but that actually put the respondent on the spot. Example: What should we do about this, Joe? Fire Bill or just transfer him?
Window Questions that help you look into the respondent's mind---and see his feelings, too. Example: How does this problem look to you, Joe? Why do you feel that way about it?	Mirror Questions that simply reflect your own point of view. Example: Here's the way it looks to me, Joe. Do you agree with this?

SOME TIPS ON EFFECTIVE COMMUNICATIONS

SPEAKING

1. If you want someone to do something, state clearly who is to do it and exactly what is to be done.

2. Speak distinctly and avoid distracting speech habits (and ah, you know, mumbling, etc.)

3. Keep messages as brief as is consistent with getting the message across. Don't ramble.

4. Give the "why" as needed to gain understanding and cooperation.

5. Speak pleasantly and remember your face and body also speak for you.

6. Remember your listener interprets your message in terms of what he knows, feels about the subject, what his past experiences have been, what words he understands, and his feelings about you and his relationship to you.

7. What a word means to you may not be what it means to someone else.

8. Check to be sure you are understood when there is any doubt.

9. Every occupation has a language of its own which may not be understood by others.

WRITING

1. Be sure to include the following on written messages: date, to whom and from whom.

2. State the main idea as early in the message as possible. Follow with any needed instructions and explanations.

3. Keep a copy of letters, messages or directives you send and file them in an orderly manner. If the original is lost, you won't have anything to refer back to if you don't. You will be surprised how often you can forget what you said, to whom you said it and when.

LISTENING

1. A supervisor spends 70% of his time communicating, and 45% of this is spent in listening. Learn to be a good listener.

2. If someone has a problem, give him enough time to talk about it.

3. Show that you are interested and willing to listen. Don't doodle or fuss with other things or look at your watch every few minutes. Keep your attention and your eyes on the speaker.

4. Listen with intent. Ask yourself what the speaker is really trying to say to you. If you don't understand, then try to repeat to him what he is telling you so that he can correct you if you have gotten it wrong.

5. Use your eyes to help you listen. The speaker's face, use of hands, the way he sits or stands---all these can tell you something about his feelings and concerns which you may not pick up from the words he is using.

6. Your employee can't talk while you are talking. Give him a chance; don't interrupt.

7. If you want to get the full message from someone, let him change the subject when he is ready. Don't you do it.

8. Use questions that fit the need and encourage the speaker to continue on and "zero" in on the topic. Remember the speaker is trying to clear his own thoughts as he goes along. (See sample questions, Questions That Fit the Need.)

9. To get information avoid questions that can be answered by a "yes" or "no". They tend to shut off communications.

PERSONNEL DUTIES AND

RESPONSIBILITIES OF A SUPERVISOR

1. Select employees for advancement since vacancies should be filled whenever possible with well-qualified persons who are now working for the organization.
2. Train and develop employees to do their present work and to be prepared for more difficult and responsible assignments.
3. Select for specific jobs new employees who may later develop knowledges and skills for other jobs.
4. Induct both old and new employees on jobs which are new to them.
5. Appraise the performance of employees.
6. Recommend wage or salary increases when a merit system is used.
7. Keep employees informed on departmental and company problems and developments.
8. Develop and maintain morale.
9. Give instructions and make work assignments.
10. Maintain discipline.
11. Administer rewards and reprimands.
12. Follow through on all assignments and commitments.
13. Listen to employees.
14. Keep appropriate records.
15. Prepare appropriate reports.

SYNOPSIS OF COURSE

INTERMEDIATE SIGN LANGUAGE

PURPOSE:	To increase signing ability and understanding of the language of the deaf.
OBJECTIVES:	To help students to: (1) build upon their basic signing ability to achieve a vocabulary of approximately 600 signs; (2) develop ability to understand deaf signers; (3) increase knowledge and understanding of the deaf; (4) develop a desire to work with deaf persons.
CONTENT:	Lecture, demonstration, and practice in signing and receiving; class sessions using the "total immersion" concept whereby all communication between instructor and students is conducted through total communication, using fingerspelling, signing and non-verbal communication.
TEXT:	Lawrence, Sign Language Made Simple, Gospel Publishing House, 1975.
INSTRUCTOR:	Larry Brice, B.S.
DATES:	September 27 - December 13, 1976
CLASS SESSIONS:	6:00 - 9:00 P.M. on Mondays for 12 weeks
TOTAL HOURS:	36 (submitted to ISPCEN for CEU's)
PLACE:	North Annex Building, Room 308
FEES:	$27.95 (includes textbook--$8.95 and handouts)
ENROLLMENT:	20 maximum
ADMISSION REQUIREMENTS:	Post high school and/or minimum age of 17. Completion of beginning sign language course or its equivalent with ability to fingerspell and know approximately 300 signs. If uncertain of eligibility for intermediate class, contact instructor, Larry Brice, 425-1367.
CRITERIA FOR COMPLETION:	1. Demonstrate an intermediate level of giving and receiving signs. 2. Achievement of a vocabulary of approximately 600 signs. 3. Participation and completion of required activities. 4. Regular attendance with no more than two absences. 5. Passing grade of "satisfactory" if requirements are met.

Evansville School of Health Occupations Learning Center
FORMAT FOR COURSE OF PROGRAM OUTLINE

Title Intermediate Sign Language Dates offered 9-27-76 to 12-13-76

Principal instructor Larry Brice Total hours of instruction 36

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
1st. class 3 hrs.	Understand the purpose for this course and method of instruction to be used. To become better acquainted with deaf person.	Know what to expect from this course. Introduce themselves with sign language. Interact with the deaf.	Discussion & review of present skills and equivalency of a beginning sign language course which should include a vocabulary of approx. 300 signs. Discussion of what is expected from this course. Field trips to observe interaction among deaf persons. (dates to be announced) SIGN LANGUAGE MADE SIMPLE-Chapter 10.	Observation of students as they introduce themselves using sign language.
2nd. class 3 hrs.	Increase sign vocabulary and fluency. Increase understanding of the deaf and their world.	Sign and read any of the sign vocabulary from the beginners class or it's equivalency and sign and read text - chapter 10.	Class discussion. Text-chapter 11. Use of Total Imersion Method whereby all communication among students and instructor during class will be in the language of sign. Videotape of students.	Observation of class participation in the language of signs.

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
3rd. class 3 hrs.	Same as above.	Sign & understand any vocabulary included in course to present date.	Class discussion. Text-chapter 12. Total imersion method used in all classes.	Same as above & quiz.
4th. class 3 hrs.	Same as above.	Same as above. Vocabulary has to increase to approximately 420 signs.	Class discussion. Text-chapter 13	Observation of class participating in language of signs.
5th. class 3 hrs.	Same as above.	Same as above.	To be determined.	To be determined.
6th. class 3 hrs.	Same as above.	Same as above.	Class discussion. Submission of reaction paper. Text-chapter 14. Video tape to see student progress.	Observation of class participating in language of sign. Reaction paper.
7th. class 3 hrs.	Same as above.	Same as above.	Class discussion. Film-Concerning Deaf Community. Text-chapter 15.	Quiz
8th. class 3 hrs.	Same as above.	Same as above.	Class discussion. Text-chapter 16.	Observation of class participation.
9th. class 3 hrs.	Same as above.	Same as above. Vocabulary has to increase to approximately 520 signs.	To be determined.	To be determined.
10th. class 3 hrs.	Same as above.	Same as above.	Class discussion. Text-chapter 17. Video tape.	Observation of class participation. Quiz.

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experience	Evaluation Techniques
11th. class 3 hrs.	Same as above.	Same as above.	Class discussion. Speaker-(Deaf Person) Text-chapter 18.	Observation of class participation. Interaction with deaf visitor.
12th class 3 hrs.	Be prepared for advanced sign class.	Have a sign vocabulary of approximately 600 words.		Final Test.

SYNOPSIS OF COURSE

INTRODUCTORY MEDICAL TERMINOLOGY

PURPOSE:	To acquire an introductory knowledge of medical terminology which may lead to, or enhance employment in the health care field.
OBJECTIVES:	Students are expected to: (1) learn basic medical terms, prefixes and suffixes which are frequently encountered; (2) acquire basic knowledge of the gross anatomical structure of the human body; (3) understand the purpose and content of commonly encountered medical records; (4) become familiar with the members and concepts of the health care team.
CONTENT:	Includes lecture, word lists, word exercises and handouts relating to prefixes, suffixes, and medical terminology associated with the body systems.
TEXT:	Young and Barger, Learning Medical Terminology Step By Step, 2nd ed. The C.V. Mosby Company, 1971.
INSTRUCTOR:	Eureda Hendershott, Accredited Record Technician
DATES:	September 14, 1976 - January 25, 1977
CLASS SESSIONS:	6:00 - 8:00 P.M. on Tuesdays for 18 weeks
TOTAL HOURS:	36 (applied to American Medical Record Association for CEU's)
PLACE:	North Annex Building, Room 305
FEES:	$30.00 (includes textbook $9.75 and handout materials)
ENROLLMENT:	25 maximum
ADMISSION REQUIREMENTS:	Open to any interested individual who has completed high school or its equivalent (G.E.D. test).
CRITERIA FOR COMPLETION:	Passing grade of "C" (80-87) or better. Regular attendance with no more than two absences.

Evansville School of Health Occupations Learning Center
FORMAT FOR COURSE OF PROGRAM OUTLINE

Title INTRODUCTORY MEDICAL TERMINOLOGY Date

Principal instructor - - Total hours of instruction 36 hrs. (18 wks.)

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
1st class 2 hrs	1. Become familiar with the objectives of the program and the role and varied occupational settings where knowledge of medical terminology may be used.	1. Explain the role, possible variations and work settings of individuals requiring knowledge of medical terminology such as unit clerks, medical secretaries, medical transcribers, and others.	1. Lecture and discussion.	
	Understand medical health team concepts.	Identify various medical specialists and allied health team members.		
	Acquire beginning knowledge of the gross anatomical structure of the body.	Identify major body structures and relating terms.	Lecture and discussion using torso models for demonstration.	
	Recognize and understand component parts of medical terms.	Use prefixes, suffixes, and word roots to form medical terms.	Handouts of word lists, basic elements of medical terms and brochure. (See attached explanation of handouts.)	
2nd class 2 hrs	2. Name structures and master the terminology associated with the Respiratory System.	2. Spell, pronounce, and define related terms.	2. Handouts consisting of word lists, pertinent anatomical facts, mock history and physical, and operative reports. Lecture and discussion	

Date and hours		Behavioral Objectives	Learning Experiences	Evaluation Techniques
			using filmstrips, transparencies, or anatomical models for demonstration as indicated. Word exercises. Oral quiz.	
3rd class 2 hrs	3. Name structures and master terminology associated with the Brain and Spinal Cord.	3. Spell, pronounce, and define related terms.	3. As above	
4th Class 2 hrs.	4. Recognize and master terminology associated with the field of Psychiatry.	4. As above	4. As above.	Test over lessons 1, 2, and 3.
5th class 2 hrs.	5. Name structures and master terminology associated with the Skeletal System.	5. As above.	5. As above	
6th class 2 hrs.	6. Name structures and master terminology associated with the Muscular System.	6. As above.	6. As above	
7th class 2 hrs.	7. Name structures and master terminology associated with the Cardiovascular System.	7. As above.	7. As above	Test over lessons 4, 5, and 6.
8th class 2 hrs.	8. Name structures and master terminology related to the Female Reproductive System.	8. As above.	8. As above.	

Date and hours	Behavioral Objectives	Learning Experiences	Evaluation Techniques
9th class 2 hrs.	9. Recognize and master terminology associated with Neonatal care.	9. Spell, pronounce and define related terms.	9. As preceeding page.	
10th class 2 hrs.	10. Name structures and master terminology associated with the Urinary System.	10. As above.	10. As above	Test over lessons 7, 8, and 9.
11th class 2 hrs.	11. Recognize and master terminology related to Otolaryngology.	11. As above.	11. As above.	
12th class 2 hrs.	12. Recognize and master terminology associated with Opthmology.	12. As above.	12. As above.	
13th class 2 hrs.	13. Name structures and master terminology associated with Digestive System.	13. As above.	13. As above.	Test over lessons 10, 11, and 12.
14th class 2 hrs.	14. Recognize and master terminology associated with Hematology.	14. As above	14. As above	
15th class 2 hrs.	15. Recognize and master terminology related to Oncology Anesthesiology, and Physical Medicine.	15. As above.	15. As above.	

Date and hours		Behavioral Objectives	Learning Experiences	Evaluation Techniques
16th class 2 hrs.	16. Better understand difficult areas through review of word lists and terminology associated with body systems and medical specialties.	16. Name structures: recognize spell, pronounce, and define terms associated with the major systems of the body and medical specialties covered in this course.	16. As preceeding page	16. Test over lesson 13, 14, and 15.
17th class 2 hrs.	17. Evaluate learning achieved.	17. Write the final exam with satisfactory score.	17. Self Evaluation through testing.	17. Final test.
18th class	18. Evaluate total learning experience.	18. Determine if course goals have been met and identify own strong or weak areas.	18. Review and discussion of final test. Suggestions for improvement of the course.	18. Complete Participant's Evaluation of the Educational Program. (Form provided.)

SYNOPSIS OF COURSE

LEADERSHIP SKILLS FOR CHARGE NURSES IN LONG TERM CARE FACILITIES

PURPOSE: To prepare licensed practical nurses for the role of charge nurses in long term care facilities. Registered nurses welcome.

OBJECTIVES: Assist the participant to: (1) achieve a deeper understanding of the long term patient; (2) extend knowledge in the principles of management and develop leadership skills related to the care of long term patients, the nursing team, and the institution.

CONTENT: Overview of the role of charge nurses in long term care facilities; understanding the psychological, physical, and rehabilitative needs of long term patients and management of the related nursing care; functions of a leader in the nursing team with instruction on admission and discharge plans, patient assessment, nursing histories, care plans, charting and record keeping, report forms, and daily work sheets; communication, supervision, and evaluation of employees; exploration of the legal aspects of nursing; and requirments for licensure and accreditation of the institution.

TEXT: Smith and Huber, Concepts in Leadership for the Licensed Practical Nurse, The C.V. Mosby Company, 1973.

INSTRUCTOR: Elizabeth Shaw, R.N., B.S.N., M.A.

DATES: September 27, 1976 - January 17, 1977

CLASS SESSIONS: 6:30 - 9:10 P.M. on Mondays for 15 weeks

TOTAL HOURS: 40 (submitted to ISPCEN for CEU's)

PLACE: North Annex Building, Room 305

FEES: $27.95 (includes textbook--$6.95 and handouts)

ENROLLMENT: 25 maximum

ADMISSION REQUIREMENTS: L.P.N. or R.N. presently employed in a long term care facility. Recommendation of the Director of Nursing Service in the facility.

CRITERIA FOR COMPLETION:
1. Demonstrate leadership and management abilities through various means of evaluation.
2. A grade of "satisfactory" on all classwork and field projects.
3. Regular attendance at class with no more than two absences.

Evansville School of Health Occupations Learning Center
FORMAT FOR COURSE OF PROGRAM OUTLINE

Title LEADERSHIP SKILLS FOR CHARGE NURSES IN LONG TERM CARE FACILITIES

Dates offered _____

Principal instructor _____

Total hours of instruction 40 hrs. - 15 wks.

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
Unit I	Introduction			
Lesson 1	Know the goals, objectives, and requirements of the course.	Relate criteria for successful course completion.	Handouts of topical course outlines.	
	Recognize characteristics for leading others.	Identify desirable leadership characteristics.	Reading assignment: Smith Huber, Concepts of Leadership for Licensed Practical Nurses, pp. 3-5. Discussion. List 5 desirable characteristics of a charge nurse.	
	Develop leadership abilities.	Make firm decisions and give clear instructions to others.	View film strip - (P-1) Understanding Yourself.	
	Analyze and become familiar with the functions of a charge nurse.	Write a job description. Recognize the added responsibilities.	Wrtie a job description by using text.	Submit job description.
Lesson 2				

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
Unit II	Understanding the Long Term Patient			
Lesson 2	Understand the normal aging process.	Differentiate between normal and abnormal aging process.	View film strip - (G-7) Perspectives on Aging, Physical Changes and Implications. Discussion of aging process. Read text: pp. 41-57.	
	Identify the psycho-social needs of the long term patient.	Cope with patients emotional states.	List 5 fears commonly found in the chronically ill patient and how they can be prevented.	Submit list of patient's fears to instructor.
	Acknowledge the patient's spiritual needs.	Understand the importance of religious customs and support the patient's beliefs.	View film strip - (I-9) Spiritual Needs of the Patient.	
	Be familiar with patient care during terminal stages of illness and after death.	Direct proper care and comfort to the terminally ill patient.	Using textbook, write procedure for care of patient during terminal stages of illness.	Submit procedure for for evaluation.
		Give proper care to the patient after death.	Using the textbook, write a policy for dealing with the patient after death.	Hand in death policy.

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
Lesson 3	Assess the needs of long term patients in terms of the restorative process and health maintenance.	Manage the restorative process, the physical needs, and the nutritional needs of patients with dignity and respect for the elderly.	Read text: pp. 58-79. Discussion. List physical needs, nutritional needs, and restorative care for a recent CVA.	Turn in list for evaluation.
Unit IV	Leadership and Management Related to the Care of Long Term Patients			
Lesson 4	Identify admission trauma.	Recognize patient's expression of admission trauma.	Read: Enlow and Swisher, Interviewing and Patient Care Chpt. 3, pp. 29-49. Discussion of admission and history taking.	
	Summerize patients needs by assessment.	Interview patient and record pertinent information on patient's history form.	View film strips, Techniques of Interviewing (I-4), and Developing Skills of Observation (P-10).	
	Develop skills in interviewing.	Interview another student using assessment tools.	Practice completing history forms from case histories.	Submit completed patient history form.
	Be cognizant of the necessary charting and recording information.	Chart information on nurses' notes.	Practice charting admission of patient.	Submit admission notes.

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
Lesson 5	Utilize the experience of all nursing personnel to plan individualized care.	Write care plan and use as a check list to see that patient's needs are met.	Read text: p. 23- Team Conference, and pp. 135-146. Discussion of how to write and use care plans. Examples. Practice writing care plans from case histories.	
	Determine patient's needs in terms of his illness.	Write and implement a plan according to patient's illness and needs.	Select a patient at work and write a care plan.	Turn in care plan.
Lesson 6	Use procedure manual for geriatric medications and treatments.	Order medications, determine if strength is compatible with patient and be aware of side effects.	Discussion of geriatric medications. Make a list of medications and strengths most often used for treatment of hypertension, anxiety, and ASHD in facility where employed.	Hand in medication list for evaluation.
		Teach, demonstrate, supervise, assign, and be responsible for treatments and equipment.	Read text: pp. 91-106. Discussion of treatments, supplies and economy. Demonstration on cleaning suction machine and starting oxygen.	

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
Lesson 7	Know when and how to report change in patient's condition to doctor, supervisor, and family if indicated.	Report patient's condition and corresponding needs to the appropriate persons, call physician, and chart condition.	Read text: p. 22- Observing, Reporting, and Recording. Role-play of making out reports from case histories, calling the physician and recording.	Turn in recording.
Lesson 8	Use the Quarterly Conference to maintain a current plan of care.	Update patient care plan and arrive at a plan for discharge. Be familiar with the procedure for room changes.	Read text: p. 23- Clinical Conference. Discussion of conference and over all care plan. Plan a conference at your facility by listing patient's problems and actions to be taken.	Submit updated care plan and other completed forms.
Unit IV	Leadership and Management Related to the Nursing Team			
Lesson 9	Understand the structure of team nursing.	Implement team nursing.	Read text: pp. 17-23. Using textbook, list responsibilities of team leader. Discussion of team concepts and assignments.	

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
	Know how to make out assignments, work sheets, and time sheet.	Make assigments according to ability and number of personnel.	Handouts of samples of assignments, work, and time sheets.	
			Practice filling out assignment, work, and time sheets.	Hand in assignment, work, and time sheets to work supervisor. (Use forms from institution where employed.)
Lesson 10	Understand motivation of the team.	Promote cooperation among team members to provide quality care.	Lecture and discussion.	
	Evaluate performance of self and others in a constructive manner.	Fill out evaluation forms in accordance with work performance.	Read text: pp. 127-134. Discussion.	
			Bring copy of facility's evaluation form to evaluate self.	
			Hand out samples of evaluation forms.	Submit completed self evaluation to instructor.
	Identify disciplinary techniques.	Employ disciplinary techniques in solving personnel problems.	Lecture and discussion.	
	Plan in-service training programs and staff meetings.	Use in-service training programs and staff meetings to increase knowledge, upgrade skills, and solve problems.	Lecture and discussion.	
Lesson 11	Define the legal framework within which charge nurse responsibilities are practiced.	Determine which nursing duties can safely be delegated to others.	Read text: pp. 27-35	
			View and discuss film strip, Legal Responsibilities in Nursing(L-1).	

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
		Interpret policies regarding licensure, nurse practice act, torts, wills, liability insurance, contracts, patient's bill of rights, and legal responsibil- involving drugs and death.	Review job description and make appropriate changes if needed.	
			Define negligence and malpractice and explain the difference.	Turn in definitions of negligence and malpractice.
		Complete incident reports.	Practice filling out an incident report for patient who fell out of bed.	Turn in completed incident report.
Unit V	Leadership and Management Related to the Institution			
Lesson 12	Become familiar with administrative structure of health care facilities.	Explain administrative responsibilities to subordinates.	Handouts of administrative charts.	
			Discussion of administrative responsibilities.	
Lesson 13	Assess patients for communicable diseases.	Survey work area for sanitary conditions.	Discussion of communicable diseases and prevention.	
			Make out check list for surveying sanitary conditions.	Make survey of your unit at place of employment and turn in to your supervisor.
	Be familiar with prevention of infectious diseases.	Fill out infection control reports.	Practice filling out infection control reports from case histories.	Turn in completed infection control report to instructor

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
	Assess environmental safety needs and prevent accidents.	Use check list to survey unit for potential accidents.	Read text: pp. 170-174.	
		Report unsafe conditions to supervisor.	Handouts - complete check list by making survey of your classroom.	
			View film strip, When and How, Safety Practice (E-7).	
			Discussion.	
		Cope with emergencies should they arise.	Divide into groups, using case studies, list what you would do in the following emergencies: choking, bleeding head wound, and fractured hip.	Hand in completed list of emergency procedures.
Lesson 14	Know state and federal rules governing nursing homes.	Determine if responsibilities are being met.	Read text: pp. 147-168, and pp. 183-188.	
		Explain rules and regulations governing nursing homes to subordinates.	List regulations that apply to charge nurses.	Submit a list of regulations that apply to charge nurses.
			Guest speaker.	

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
Lesson 15	Become familiar with community resources and recog- the expanded role of the nurse in the community.	Make referrals when Social Service is not available.	Read text: pp. 176-181.	
			List the community agencies which could be of service to your facility.	Submit list of community agencies.
		Utilize community resources for better patient care.	Discussion.	
		Identify roles of leadership for the nurse in the community.	Discussion.	
	Evaluate the class.	Make suggestions for improvement and change.	Complete class evaluation forms.	Submit completed evaluation forms.

SYNOPSIS OF COURSE

PSYCHOLOGY OF ILLNESS

PURPOSE:	To assist eligible health care workers to expand their knowledge and understanding of the emotional problems associated with illness.
OBJECTIVES:	Participation in the course will enable the student to: (1) develop skills in communicating with patients and co-workers; (2) understand the importance of self awareness before caring for others; (3) recognize the inter-relationship of the mind and the body and realize the emotional implications of physical illness; (4) cope with the emotional adjustments to illness.
CONTENT:	Instruction on understanding yourself and others; principles of communication including transactional analysis; emotions and illness; and patients with special needs such as body image disturbance, drug dependency, sensory deprivation, pain and suffering, the geriatric and dying patient, and the sick child.
TEXT:	Noonan, Emotional Adjustment to Illness, Delmar Publishing Company, 1975.
INSTRUCTOR:	Jane Eberhart, R.N.
DATES:	October 5 - December 7, 1976.
CLASS SESSIONS:	6:30 - 8:30 P.M. on Tuesday evenings for 10 weeks
TOTAL HOURS:	20 (submitted to ISPCEN and AORT for CEU's)
PLACE:	Regina Pacis Home, Education Department, Learning Center D
FEES:	$14.00 (includes textbook - $4.00)
ENROLLMENT:	25 maximum
ADMISSION REQUIREMENTS:	Licensed practical nurses, operating room technicians, registered nurses, physical therapists, occupational therapists, recreation therapists, music therapists, activity therapists, and social workers.
CRITERIA FOR COMPLETION	1. Passing grade of "satisfactory". 2. Regular attendancd with no more than one absence.

Evansville School of Health Occupations Learning Center
FORMAT FOR COURSE OF PROGRAM OUTLINE

Title PSYCHOLOGY OF ILLNESS Dates offered _____

Principal instructor _____ Total hours of instruction 20

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
Lesson 1 Orientation and Unit 1. 2 hrs.	Become acquainted with requirements for the class and teaching methods. Increase awareness of the relationship of mind and body.	Communicate thoughts and feelings to each other and teacher. Identify signs of anxiety; both physical, psychological, verbal and non-verbal.	Introductions through orientation activities. Reading assignment in text: Noonah, Emotional Adjustments to Illness Unit 1, pp. 1-8. Lecture and discussion	 Quiz in text: pp. 7 & 8.
Lesson 2 Units 7 & 8. 2 hrs.	Understand man's psychological needs and the interdependence of these needs.	Better understand own needs as related to others. Discuss needs that are threatened by hospitalization. Give examples of nursing care that meet basic needs. State reasons for choosing priorities of nursing care.	Reading assignment in text: Unit 7, pp. 51-57. Film strip-(P-1) Understanding Yourself. Lecture and discussion.	 Quiz in text: pp. 56 & 57.

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
	Familiarize the student with the principles of adjustment mechanisms and evaluate their uses.	Define the various adjustment mechanisms. State the purpose of adjustment mechanisms. Give examples of uses of adjustment mechanisms.	Reading assignment in text: Unit 8, pp. 58-62. Lecture and discussion.	Quiz in text: p. 63.
Lesson 3 Unit 9 2 hrs.	Realize the values of verbal, non-verbal and written communications.	Explain what is meant by communication, both verbal and non-verbal, and how it relates to patient care. State difference between perception and opinion. Name elements of written communication.	Reading assignment in text: Unit 9, pp. 64-72. Film strip-(P-10) The Patient as a Person: Developing Skills of Observation. Write nursing care plan. Group activity in text, p. 84.	Quiz in text: p. 75.
Lesson 4 Unit 10 2 hrs.	Improve therapeutic conversational communication.	Identify factors basic to therapeutic conversation. Describe therapeutic techniques that encourage conversation. Discuss psychological barriers to conversation. List some techniques to be avoided.	Reading assignment in text: Unit 10, pp. 76-81. Film strip-(P-2) Understanding Your Relationship with Others. Lecture and discussion.	

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
			Activities in text, p. 81.	Quiz in text: pp. 82 & 83.
Lesson 5 Units 2 & 3. 2 hrs.	Recognize factors which influence hospitalization.	Explain some factors that have an effect on the patient's idea of illness. Give reasons why the nurse should know patient's ideas of illness. Describe what is commonly thought to be a "good patient" and a "problem patient."	Reading assignment in text: Unit 2, pp. 9-15. Lecture and discussion. Film strip-(P-7) Psycho-Social Adaptation to Illness.	Quiz in text: p. 16.
	Understand and cope with patient's anxieties related to admission in hospitals, nursing homes, or other health care facilities.	Describe and contrast possible effects of planned admission versus emergency admission. Explain ways to relieve new patient's anxiety. Name two sources of support lost to the patient on admission. Record patient's nighttime behavioral pattern. Explain importance of admission procedure.	Reading assignment in text: Unit 3, pp. 18-23. Lecture and discussion. Activities in text, p. 24.	Interview and write admission notes.

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
Lesson 6 Units 4, 5, & 6 2 hrs.	Assist the patient to adjust to a new environment.	List situations that threaten independence. Name ways to insure patient's privacy. Explain effects of environment upon patient.	Reading assignment in text: Unit 4, pp. 26-32. Lecture and discussion.	Quiz in text: p. 34.
	Recognize the uniqueness of special care units in hospitals.	Identify factors that tend to cause confusion. Explain how patient develops dependency. List nursing activities that comfort patient.	Reading assignment in text: Unit 5, pp. 36-41. Lecture and discussion. Activity - Talk with patient who has been in special care unit.	Application to examples on p. 42.
	Identify the nursing role in the patient discharge procedure.	Discuss two factors which cause problems to patient on discharge. Suggest places where patient may get continuing care. Describe nurse's responsibility regarding the discharged patient.	Reading assignment in text: Unit 6, pp. 43-48. Lecture and discussion.	Activity in text: p. 49.

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
Lesson 7 Units 11, 12, & 13. 2 hrs.	Distinguish body image disturbance in the patient.	Describe how body image develops. List five examples of how body image may be threatened. Begin to apply knowledge of body image concept to patient care.	Reading assignment in text: Unit 11, pp. 85-91. Lecture and discussion.	Quiz in text: p. 92.
	Distinguish sensory deprivation in the patient.	Explain what is involved in sensation and communication. List two situations that may cause sensory loss. Explain how to handle specific problems presented by the patient with sensory loss.	Reading assignment in text: Unit 12, pp. 93-101. Lecture and discussion. Activity in text, p. 101.	Application exercise in text: p. 102.
	Identify the pain experience and nursing measures used to help lessen pain.	Describe factors that affect perception of pain. List four ways the nurse can make use of herself in caring for the patient in pain. Describe nursing action to relieve pain.	Reading assignment in text: Unit 13, pp. 103-109. Discussion and lecture.	Multiple choice quiz in text: pp. 109 & 110.

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
Lesson 8 Units 14 & 15. 2 hrs.	Identify problems unique to the aging patient.	Describe some changes shown by the aged patient. List two basic fears of the aged. Identify four basic needs of aged. Explain nursing care as it relates to needs of the aged.	Reading assignment in text: Unit 14, pp. 112-117. Lecture and discussion.	Quiz in text: p. 118.
	Cope with death.	Describe the five stages of dying. Identify at least five concepts involved in caring for the dying patient. Describe nursing measures which give comfort to the dying patient.	Reading assignment in text: Unit 15, pp. 119-125. Lecture and discussion.	Quiz in text: p. 126.
Lesson 9 Units 16 & 17. 2 hrs.	Become acquainted with the psychological problems associated with drug dependency.	State reasons why people take drugs. List signs and symptoms of alcohol dependency. Give better care to the drug-dependent patient through understanding.	Reading assignment in text: Unit 16, pp. 128-136. Lecture and discussion.	Quiz in text: p. 136.

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques
	Perceive the stresses surrounding the sick child.	List three factors that influence a child's concept of illness. Explain the role of play activities. Discuss three nursing goals for care of the sick child. Understand stresses upon parents of the sick child.	Reading assignment in text: Unit 17, pp. 138-147. Lecture and discussion.	
Lesson 10 2 hrs.	Evaluate the learning experience.	Write and pass the final exam.	Final exam. Discussion and review of final exam.	Written exam.

FINANCIAL STATEMENT FOR FINAL REPORT ENDING June 30, 1976
(Date)

Project Number 52-75-D

ITEMS	Project Budget as FY 1976 revised		Total Expenditures on Project		End of Project Balance:	
	Agency	Federal	Agency	State/Federal	Agency	State/Federal
A. DIRECT EXPENDITURES						
1. Personnel		$13,650.00		$10,181.00		$3,469.00
2. Contractual services						
3. Employee benefits		2,050.00		1,603.78		446.22
4. Travel		150.00		53.55		96.45
5. Supplies and materials		624.51		358.61		265.90
6. Communications(include phone calls, printing)		250.00		244.46		5.54
7. Properties (rentals or purchase of equip.)						
8. Facilities						
9. Product production and dissemination		125.00		114.70		10.30
10. Project Evaluation						
B. INDIRECT EXPENDITURES	$10,274.00		$10,690.95		-$416.95	
C. TOTAL EXPENDITURES	$10,274.00	$16,849.51	$10,690.95	$12,556.10	-$416.95	$4,293.41

Mary Holstein
Project Monitor

Director: Jorge Mesa

LEA: Evansville-Vanderburgh School Corporation